

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, and community relationships
Cabinet Leaders: Michele Dugan and Valery Lowe
Initiative #1: Implement resources for FCS to connect with parents/guardians
Performance Measures: Establish baseline and targets for usage in FCS communication tools; increase in future

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• CELE promoted and facilitated events on community engagement that provided awareness and opportunity for FCS, parents, and stakeholders to increase meaningful home, school, and community relationships. • CELE partnered with middle and high schools to host a Pathway Motive8 information night, giving 8th grade families the opportunity to explore various high school pathways. • CTAE and Fine Arts coordinated multiple competitions and performances for middle and high school students, including GHSA and FCS One Acts, DECA Region, FCS Marching Band Exhibition, Hinton Youth Entrepreneurship Kickoff, Trade Talks and collaborative art shows with the Cumming Art Center. • FoCAL hosted districtwide arts events (band, chorus, theatre, CTAE trade talks), giving students real-world performance and presentation opportunities. • FoCAL provided venue for school concerts, large field trips such as The Nutcracker and vertical cluster events. • FoCAL partnered with district and local organizations for gatherings and celebrations. • FoCAL offered volunteer and internship opportunities for students and community members. • FoCAL provided theatre programming (Charlie and the Chocolate Factory, Bright Star, and The Nutcracker) for the Forsyth community. • Enhance communication to families through clear event details, social media updates, and supportive messaging that emphasizes belonging. • FoCAL maintained active social media storytelling to highlight school performances, community partnerships, and upcoming events.	• For the 2025–2026 school year, CTAE and Fine Arts hosted a variety of competitions, exhibitions, performances, and recognition events for middle and high school students. These included the GMEA Large Group Performance Evaluations, FCS Secondary and Elementary Art Shows, FCS Adaptive Art Show, CTAE Awards Gala, FCS Film Festival, FCS Middle School Honor Band, FCS Elementary Honor Chorus, LAUNCH, Future Educator Signing Day, and the Building My Future CTAE elementary event. These events highlighted student achievement, showcased student work, and provided valuable opportunities for students to connect with real-world experiences and career pathways. • For the 2025–2026 school year, CELE hosted the Partner Connect Breakfast, bringing together more than 150 attendees to celebrate existing community partnerships and strengthen engagement with local stakeholders. The event highlighted the diverse ways community partners support FCS, expanded awareness of opportunities for collaboration that benefit students, schools, and the district, and included recognition of Educator Workforce Academy graduates. CELE also hosted the annual Duck Dive for Education, further engaging the community in support of educational initiatives across FCS. • CELE, in collaboration with Student Support, hosted FCS Dual Enrollment Information Night. This event provides resources and support as students and families navigate the Dual Enrollment application process, benefits, and impact on student learning. • CELE continued utilizing Forsyth County Education Foundation email address and

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| <ul style="list-style-type: none"> • Provide adaptive arts programming (such as the Penguin Project), ensuring individuals with diverse abilities have a platform to shine. • Remove barriers to participation through thoughtful accommodations, volunteer support, and community partnership. • FoCAL provided a welcoming, safe, and professional environment that reinforces the arts as a shared community resource. • Continued utilizing Forsyth County Education Foundation email address and updated Constant Contact list to better establish communication with Foundation donors. • CELE hosted the annual FCS Stakeholder Summit incorporating educators, students, parents, and business and industry partners. • Communications expanded and maintained a centralized, parent facing communications hub (and online newsletter) on the district website to improve access to timely, consistent information and resources. • Communications increased use of Parent Portal Messenger for systemwide updates, emergency notifications, and targeted family communications to strengthen direct reach to parents and guardians. • Communications established baseline usage metrics across key communication tools including website traffic and social media reach to inform future targets and growth goals. • Communications strengthened proactive storytelling and information sharing through coordinated district campaigns and updates aligned to the strategic plan. • Communications is actively exploring the development of a one-stop communications hub to provide parents and guardians with a single, easy-to-navigate location for district and school information, resources, and updates. • Communications hosted digital design and website accessibility trainings to increase the effectiveness, clarity, and accessibility of information shared with parents and guardians across district and school platforms. | <ul style="list-style-type: none"> updated Constant Contact list to better establish communication with Foundation donors. • CELE further increased quantity of Constant Contact list through new Duck Dive donors • CELE utilized Foundation and FCS social media for Forsyth County Education Foundation awareness • CELE worked with Communications to create promotional materials, like invitations and programs, to recognize Teachers of the Year at Celebration of Excellence and Playmakers of the Year at the first annual Playmakers Celebration • CELE worked with Communications to create videos honoring the finalists and winners of Teacher of the Year and Playmakers of the Year • The FoCAL Center utilized digital communication resources to provide clear event information, so families were kept informed about and engaged in student performances and district events. • FoCAL hosted districtwide fine arts events (band, chorus, theatre, CTAE), giving students real-world performance/presentation opportunities. • FoCAL provided a venue to support school concerts, field trips, and FCS/school events and celebrations. • Continued the district's centralized communications hub and newsletter, achieving excellent results and reach among parents and guardians • Increased proactive storytelling, delivering more frequent stories that got ahead of district news rather than simply responding to it • Streamlined parent communication by sharing best practices across schools, leading to the adoption of ParentSquare for the East cluster starting summer 2026 • Tracked metrics across all communications platforms to measure effectiveness and inform decision making • Held a team retreat to review data and streamline communications processes for greater efficiency • Highlighted a variety of events across the district, tracking coverage to ensure representation of all schools and levels • Continued training for all stakeholders on FCS brand standards and consistency |
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Mid-Year Checkpoint

At the midpoint of the year, Forsyth County Schools has made strong progress in strengthening meaningful connections between families, schools, and the broader community through coordinated engagement, programming, and communication efforts led by CELE, FoCAL, and Communications.

CELE and FoCAL expanded opportunities for family and community engagement through districtwide events, pathway exploration nights, arts performances, competitions, and stakeholder gatherings that connected students, families, educators, and business and community partners. These efforts provided authentic, real-world experiences for students while reinforcing schools as welcoming community hubs. FoCAL further supported engagement by offering accessible venues, inclusive arts programming, volunteer and internship opportunities, and partnerships that removed barriers to participation and emphasized belonging for all.

In parallel, Communications strengthened family access to information by expanding centralized, parent-facing communication resources, increasing direct outreach through Parent Portal Messenger, and enhancing proactive storytelling aligned to the strategic plan. Baseline metrics were established to measure engagement across communication tools, and accessibility-focused digital design and website trainings were provided to improve clarity and inclusivity. Communications also continues to explore a one-stop communications hub to further streamline how families access district and school information.

Together, these efforts reflect measurable progress toward increasing awareness, participation, and trust among parents, guardians, and community stakeholders, with a strong foundation in place for continued growth in the second half of the year.

Year-End Results and Reflection

Forsyth County Schools made clear progress this year in strengthening connections between families, schools, and the community. CELE and FoCAL delivered a full calendar of events, from the Partner Connect Breakfast and Duck Dive for Education to districtwide arts showcases and student recognition celebrations, giving families and community partners consistent, meaningful ways to engage with the district. Communications expanded its reach through stronger storytelling, increased use of Parent Portal Messenger, and a communications hub and newsletter that improved access to timely information for parents and guardians. The team also streamlined district to school communication practices, resulting in ParentSquare's adoption for the East cluster beginning summer 2026. These results reflect measurable growth in family and community engagement and position FCS well for continued progress next year.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, & community relationships
Cabinet Leaders: Michele Dugan and Valery Lowe
Major Focus/Initiative #2: Enhance Partners in Educations program to support the Learner Profile
Performance Measures: Establish baseline & targets for P.I.E., volunteers, & donations; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
- Completed Partner Connect website and platform - Launched Partner Connect program to community/business stakeholders and schools through sessions at Leadership Retreat and Back to School Summit, trainings at schools, and information sessions for the community - Community/business stakeholders and schools utilize the Partner Connect platform to post and learn about opportunities to work together - Community/business stakeholders fill out forms on the Partner Connect platform to become a partner, input volunteer hours, and pledge donations - A Partner Connect partnership guide was created and printed to give guidelines and resources for both schools and community/business stakeholders - Forsyth County Education Foundation partnered with Mark Heard Fuel to give out 4 \$500 grants to new educators for classroom projects at the July District New Educator Orientation. - Forsyth County Education Foundation gave out 36 grants totaling \$135,564.35 in August for #FoundationFriYAY from funds raised in the 2025 Duck Dive for Education - The Glow Run for Educators took place in November. It had 627 participants and raised funds to provide 15 \$2,500 scholarships for staff members pursuing advanced degrees. Communications supported the Partners in Education program by promoting partnership opportunities through district communication channels, including the website, newsletters, and targeted outreach, increasing visibility of P.I.E. as a pathway to support the Learner Profile. Communications supported the Forsyth County Education Foundation through ongoing social media support and campaign planning to elevate	- The Partner Connect website and platform was further shared to schools encouraging their use of this platform for school needs and event promotion. - Partner Connect Information sessions were held monthly for businesses, organizations, and individuals interested in partnering with FCS. - Meetings were held throughout each month with interested partners to further connect them with schools and the district. - Community/business stakeholders and schools utilize the Partner Connect platform to post and learn about opportunities to work together. - Community/business stakeholders fill out forms on the Partner Connect platform to become a partner, input volunteer hours, and pledge donations. - A Partner Connect partnership guide was created and printed to give guidelines and resources for both schools and community/business stakeholders and continued to be shared. - Data was collected from schools about their partnerships and collated into a dashboard portal to share the immense support from the community. - Partnerships were formed with many local businesses as they served as sponsors for the Celebration of Excellence and Playmakers Celebration. - The Forsyth County Education Foundation partnered with the FoCAL Center to give scholarships to Penguin Project mentors. - The Forsyth County Education Foundation partnered with the FoCAL Center to give grants totaling \$20,000 to 6 different school fine arts programs. - The Forsyth County Education Foundation gave staff scholarships to 20 FCS teachers who are

Partners in Education initiatives, increase awareness of volunteer and donation opportunities.

- **Communications** co-created a video and coordinated a campaign to support donations to the Forsyth County Education Foundation and United Way, increasing awareness and engagement around giving opportunities that support students and staff.

pursuing further education. Each scholarship was \$2,500 each.

- The Duck Dive for Education raised \$105,453.86 and will be given out as grants for innovative projects to schools in fall 2026.
- The FoCAL Center collaborated with district leadership and community partners to ensure that FoCAL programming reflects and reinforces the Learner Profile through real-world application of skills such as problem-solving, collaboration, and artistic expression/creativity.
- Communications provided full support for all CELE events and initiatives (often tied to Partners in Education), building campaigns, social media coverage, video, photography, and programs for each one
- Communications delivered coverage before, during, and after every event to keep stakeholders and partners informed and engaged
- Communications strengthened visibility for Partners in Education across district channels, helping the community see the value of its partnership with FCS
- Communications led collaboration efforts and feedback sessions across all stakeholder groups to develop and design the new FCS Learner Profile

Mid-Year Checkpoint

At the midyear point, Forsyth County Schools has made significant progress in strengthening the Partners in Education program and expanding community and business engagement in support of the Learner Profile. The launch of the Partner Connect website and platform established a centralized system for schools and community partners to connect, track volunteer hours, and pledge donations. Outreach through district leadership sessions, school-based trainings, and community information meetings increased awareness and early adoption of the platform.

Community and business stakeholders are actively using Partner Connect to identify partnership opportunities and formalize engagement, supported by a printed partnership guide that provides clear expectations and resources for both schools and partners. In parallel, the Forsyth County Education Foundation advanced direct support for educators and students through targeted grantmaking and fundraising efforts, including new educator classroom grants, more than \$135,000 in Foundation FriYAY grants, and the Glow Run for Educators, which funded scholarships for staff pursuing advanced degrees.

Communications played a key role in amplifying these efforts by promoting partnership opportunities, supporting Foundation social media and campaign planning, and co creating a video and coordinated giving campaign for the Education Foundation and United Way. Together, these efforts established baseline participation and engagement data for partnerships, volunteers, and donations, positioning the district for continued growth and increased impact in the second half of the year.

Year-End Results and Reflection

Forsyth County Schools continued building out its Partners in Education program this year with the launch of Partner Connect, a platform giving schools and community and business stakeholders a shared way to post opportunities, form partnerships, log volunteer hours, and pledge donations. The program was introduced through the Leadership Retreat, Back to School Summit, school trainings, and community information sessions, with a printed partnership guide made available for schools and stakeholders. The Forsyth County Education Foundation also supported staff and students through several funding efforts, including new educator grants with Mark Heard Fuel, FoundationFriYAY grants, and the Glow Run for Educators, which funded scholarships for staff pursuing advanced degrees. Communications supported these efforts through targeted promotion, campaign development, video production, and social media strategy, increasing visibility for PIE as a meaningful pathway supporting the Learner Profile and student and staff success.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective B:	Work collaboratively with all people to promote inclusivity, school pride, and belonging
Cabinet Leaders:	Michele Dugan and Valery Lowe
Major Focus/Initiative #1:	Increase collaboration within vertical communities
Performance Measures:	Establish baseline & targets for usage of communication tools & attendance at FCS events; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• CELE hosted the annual FCS Stakeholder Summit in October, inviting current and prospective partners to provide feedback and receive updates on Partner Connect, Pathway Alignment, The Learner Profile, SPLOST projects, and Everyday Essential Skills. • CELE facilitated vertical team meetings to advance discussions on K-12 curriculum alignment. • CTAE continued implementation in elementary grades (K-5), collaborating with teachers to ensure seamless integration into middle and high school pathways. • CTAE and Fine Arts coordinated AIM Days, bringing together K-12 educators to focus on curriculum alignment and broaden student opportunities. • CTAE and Fine Arts organized Pathway Motive8 high school visits, allowing students to explore various academic and career pathways firsthand. • CTAE and Fine Arts supported student and community engagement through participation in regional and state competitions and events, fostering collaboration and real-world learning experiences. • Through the Penguin Project, the FoCAL Center provided inclusive theatre opportunities for specials needs and typical peer mentors. • FoCAL hosted large-scale school events (vertical cluster fine art concerts, honors chorus, field trips) that celebrate student achievement and foster connection to schools and community. • FoCAL hosted community organizations (such as retired educators, civic groups, and local nonprofits) strengthening the connection	• For the 2025–2026 school year, CTAE and Fine Arts facilitated targeted professional learning, bringing together K–12 educators to strengthen curriculum alignment, develop common assessments for high school courses, create and refine elementary music resources, and expand opportunities for student success across grade levels. • CTAE and Fine Arts also hosted and supported a variety of local, regional, and state competitions and events that provided meaningful opportunities for students to engage with peers, educators, industry professionals, and community members through collaboration, performance, and skill development. • Fine Arts supported the FCS Art Honors Day, connecting students in grades 8–12 with faculty from colleges and universities across Georgia. The event was hosted on the UNG Gainesville campus and provided content-specific learning experiences, artistic enrichment, and opportunities for students to explore postsecondary pathways in the visual arts. • CELE worked with the Forsyth Chamber of Commerce to host Celebration of Excellence with over 500 attendees from FCS and the business community honoring our Teachers of the Year and partners through recognition strengthening the collaboration and connection between schools and the business community. • CELE continued the TOTY process with recognizing the finalists then hosting interviews and speeches before announcing the 2026 FCS Teacher of the Year.

between the district and the broader community.

- FoCAL supported an accessible facility with accommodations for mobility devices, sensory-friendly needs/shows for the special needs community and their families.
- FoCAL Center ensured all schools, clients, etc. feel informed, included, and supported through communication and planning meetings.
- FoCAL Center surveys all stakeholders (performers, teachers, patrons, etc.) regarding their FoCAL experiences and adjusts procedures and protocols based on feedback to ensure that all groups feel respected, seen, and welcomed.
- CELE hosted Principal for a Day offering different community members the opportunity to take a deeper look into our school system, while also establishing new partnerships for schools. It was revamped this year to all be on one day then culminate with a luncheon for all principals and Principals for a Day at The FoCAL Center
- CELE ran the REACH Scholarship program with middle and high schools and hosted the signing ceremony for 7 new scholars in November for over 100 family members and school staff to celebrate these eighth-grade students.
- CELE began the 2025-26 TOTY program through collecting names and applications, announcing semi-finalists, and sharing details about next steps of classroom observation videos.
- Communications supported increased collaboration within vertical communities by helping unify and rebrand the West Forsyth and North Forsyth vertical teams, reinforcing a shared identity and consistent messaging across elementary, middle, and high schools.
- Communications shared district brand kits with school and vertical team leaders to support consistent, aligned communication across newsletters, websites, presentations, and family outreach.
- Communications hosted brand standards and website accessibility trainings for school leaders and staff to strengthen clarity, usability, and inclusivity of information shared within vertical communities.
- Communications increased proactive storytelling that highlights the unique strengths, programs, and partnerships within each vertical community, helping families and stakeholders better understand and connect with their local school clusters.

- CELE hosted the first annual Playmakers Celebration honoring FCS support staff from every school for their hard work behind the scenes. Its purpose is to honor outstanding staff who are not eligible for Teacher of the Year recognition and whose dedication is essential to advancing the Forsyth County Schools vision and mission. These valued team members play a vital role in creating a safe, connected, and thriving environments across our schools and district.
- CELE worked with high schools and partners to create welcoming high school graduations to honor all seniors.
- CELE hosted the Partner Connect Breakfast, bringing together more than 150 attendees to celebrate existing community partnerships and strengthen engagement with local stakeholders. The event highlighted the diverse ways community partners support FCS, expanded awareness of opportunities for collaboration that benefit students, schools, and the district, and included recognition of Educator Workforce Academy graduates. CELE also hosted the annual Duck Dive for Education, further engaging the community in support of educational initiatives across FCS.
- CELE worked with schools to generate support for the Duck Dive for Education to best support each school and their community. The school at each level with the most duck sales won a \$2500 PBIS grant.
- CELE worked with schools to create high-level and innovative grant applications for the 2026 grant cycle through resource support and an instructional meeting.
- CELE continued supporting the REACH Scholarship program with middle and high schools and worked with the high schools to prepare and honor the senior REACH scholars.
- The FoCAL Center facilitated vertical collaboration by hosting district-wide performances and events that brought together elementary, middle, and high school programs within the same feeder patterns, allowing students to experience shared stages and unified celebrations of learning.
- The FoCAL Center supported planning and execution of LGPE performances, and honor ensemble events where students from multiple school levels.
- Communications continued streamlining messaging at schools to support consistency and clarity across vertical communities

- Communications met with multiple PTOs and Local School Councils to share information, strengthen alignment, and support clear, consistent communication within vertical communities.

- Communications provided training for web and design to strengthen how schools present information online
- Communications strengthened accessibility across district and school platforms
- Communications kicked off vertical team implementation of ParentSquare, a new communication tool for schools
- Communications collaborated with various district departments to strengthen communication and alignment across the district
- Communications recreated and reworked logos and branding across various schools to support a stronger, more consistent visual identity
- Communications supported design work for new turf fields
- Communications examined new opportunities for athletic websites to improve how athletics information is shared and selected a school to pilot the new accessible site

Mid-Year Checkpoint

At the midyear point, Forsyth County Schools has made strong progress in increasing collaboration within vertical communities through coordinated engagement, curriculum alignment, inclusive programming, and strategic communication. CELE advanced systemwide collaboration by hosting the annual Stakeholder Summit, facilitating vertical team conversations around K–12 alignment, and expanding partnership opportunities through initiatives such as Principal for a Day, the REACH Scholarship program, and early phases of the 2025–26 Teacher of the Year program.

CTAE and Fine Arts strengthened vertical alignment by continuing K–5 pathway implementation, coordinating AIM Days for educators, and organizing Pathway Motive8 experiences and high school visits that allowed students to explore academic and career pathways firsthand. Student and community engagement was further reinforced through participation in regional and state competitions and performances that foster collaboration and real-world learning.

FoCAL served as a central hub for vertical and community connection by hosting large scale school and district events, inclusive theatre programming such as the Penguin Project, and gatherings for community organizations. Through accessible facilities, thoughtful accommodations, and ongoing stakeholder feedback, FoCAL ensured students, families, and partners felt welcomed, informed, and supported.

Communications played a key role in unifying vertical communities by supporting the rebranding of the West Forsyth and North Forsyth vertical teams, sharing district brand kits, and providing brand and website accessibility trainings for school leaders and staff. Communications also amplified collaboration through proactive storytelling that highlights each vertical community's strengths and by meeting directly with PTOs and Local School Councils to strengthen alignment and clarity of messaging.

Together, these efforts established strong baseline engagement across communication tools and event participation, strengthened relationships across K–12 communities, and positioned the district for continued growth in collaboration and connection during the second half of the year.

Year-End Results and Reflection

Forsyth County Schools strengthened collaboration within vertical communities this year through coordinated events, curriculum alignment, and consistent communication. CELE, CTAE, Fine Arts, and FoCAL supported this work through the Stakeholder Summit, K-12 alignment efforts, Pathway Motive8 experiences, and district-wide performances and events that connected students, families, and educators across feeder patterns. Communications drove much of the district's progress in unifying vertical communities, rebranding the West Forsyth and North Forsyth vertical teams, sharing brand kits, and delivering accessibility and design trainings for school leaders and staff. The team also streamlined messaging at the school level, kicked off vertical team implementation of ParentSquare, collaborated across district departments, and reworked logos and branding for multiple schools, while supporting design for new turf fields and exploring new opportunities for athletic websites. Together, these efforts strengthened relationships across K-12 communities and built a stronger communications foundation heading into next year.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective B:	Work collaboratively with all people to promote inclusivity, school pride, and belonging
Cabinet Leaders:	Michele Dugan and Valery Lowe
Major Focus/Initiative #2:	Enhance & diversify communication strategies to strengthen stakeholder understanding
Performance Measures:	Establish baseline & targets for usage of communication tools; increase in future years.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• CELE hosted Principal for a Day offering different community members the opportunity to take a deeper look into our school system, while also establishing new partnerships for schools. • CELE hosted the State of the Schools luncheon with the Forsyth Chamber for over 200 community members at the Forsyth Central High School. • The Forsyth County Education Foundation gave out many grants that promoted inclusivity at schools through their requested programs and projects providing access to resources for all students and the Penguin Project performance at The FoCAL Center. • The Forsyth County Education Foundation promoted the Dining with Dignity program in December 2025 and raised over \$10,000 to ensure all students receive a hot lunch. • The FoCAL Center began a partnership with Northside Hospital Forsyth for the August show, <i>Charlie and the Chocolate Factory</i>. Through their sponsorship, the FoCAL Center had further support for costumes and production costs, and we worked together to create a “golden ticket opportunity” for the cast and community. Northside also provided additional support to the cast with a meal, treats, and training. • CELE hosted Together at the Table for principals and their invited guests at The FoCAL Center • Communications advanced development of a one stop shop for district communications to provide families, staff, and community members with a centralized, easy to navigate source for information and updates. • Communications strengthened strategic messaging for inclement weather, improving	• CELE hosted the Partner Connect Breakfast, bringing together more than 150 attendees to celebrate existing community partnerships and strengthen engagement with local stakeholders. The event highlighted the diverse ways community partners support FCS, expanded awareness of opportunities for collaboration that benefit students, schools, and the district, and included recognition of Educator Workforce Academy graduates. CELE also hosted the annual Duck Dive for Education, further engaging the community in support of educational initiatives across FCS. This event forged new relationships with donors and opened more opportunity and exposure of partnerships and possibilities in our classrooms and beyond. • CELE hosted the first annual Playmakers Celebration honoring FCS support staff from every school for their hard work behind the scenes creating an inclusive environment for all roles in the district. Its purpose is to honor outstanding staff who are not eligible for Teacher of the Year recognition and whose dedication is essential to advancing the Forsyth County Schools vision and mission. These valued team members play a vital role in creating a safe, connected, and thriving environments across our schools and district. • CELE worked with the Forsyth Chamber of Commerce to host Celebration of Excellence with over 500 attendees from FCS and the business community honoring our Teachers of the Year and partners through recognition strengthening the collaboration and connection between schools and the business community. This was an inclusive event strengthening relationships

clarity, consistency, and timeliness during critical decision making and establishing baseline engagement data for weather-related communications.

- Communications realigned Friday Notes, the district's internal leadership communication tool, to provide clearer, more focused updates aligned to district priorities.
- Communications conducted internal audits of school websites and social media platforms to improve accuracy, consistency, and alignment with district communication standards.
- Communications hosted accessibility trainings for staff and supported updates across district and school websites to improve usability and accessibility of digital content.
- Communications supported all three district advisories, parent, student, and teacher, through planning, messaging, facilitation, and follow up to strengthen two-way engagement.
- Communications created a centralized Forsyth County Schools brand hub housing approved assets, templates, and guidance, and trained staff on effective use to ensure consistent communication.
- Communications produced video updates related to Distraction Free Education and tracked engagement data to establish baseline metrics and inform future communication strategies.

beyond the classroom and business walls forging further partnership.

- CELE hosted virtual Partner Connect Information sessions monthly to further engage potential partners.
- The Forsyth County Education Foundation gave out staff scholarships that promoted inclusivity and encouragement of professional development and growth of teachers.
- The Forsyth County Education Foundation and FoCAL Center worked together to give out 6 grants for fine arts programs in schools promoting diverse and inclusive ways for students to express creativity.
- The Forsyth County Education Foundation and FoCAL Center worked together to give out scholarships to 3 Penguin Project mentors who exemplify the importance of inclusivity in the arts and beyond through the Penguin Project and its impact with the specialized instruction community and beyond.
- The FoCAL Center has expanded opportunities for students across the district to perform and showcase their talents by hosting elementary, middle, and high school concerts, theater productions, visual art exhibits, honors performances, and recognition ceremonies.
- The FoCAL Center has increased communication and engagement through social media, email marketing, and the FoCAL website, highlighting student performances, behind-the-scenes stories, teacher accomplishments, and upcoming opportunities that built excitement and community pride.
- The FoCaL Center invested in classroom arts education through Fine Arts Grants, and creating welcoming experiences that celebrated the talents and achievements of students, educators, and community members.
- Communications advanced the district's one stop shop for centralized communications, giving families, staff, and community members a single, easy to navigate source for information and updates
- Communications strengthened strategic messaging for inclement weather, improving clarity, consistency, and timeliness during critical decision making moments across the district
- Communications realigned Friday Notes, the district's internal leadership communication tool, delivering clearer, more focused updates tied directly to district priorities

- Communications conducted internal audits of school websites and social media platforms, driving greater accuracy, consistency, and alignment with district communication standards across every school
- Communications hosted accessibility trainings for staff and supported website updates across the district to improve usability and accessibility for all users
- Communications supported all three district advisories, parent, student, and teacher, through planning, messaging, facilitation, and follow up, strengthening two-way engagement between the district and its stakeholders
- Communications created and launched a centralized FCS brand hub housing approved assets, templates, and guidance, and trained staff across the district to ensure consistent, on-brand communication everywhere
- Communications produced video updates for Distraction Free Education and tracked engagement data to build baseline metrics that will guide future communication strategy
- Communications supported the Leadership Retreat through planning and messaging that kept leaders informed and aligned
- Communications led the rollout of ParentSquare for the East cluster and is piloting the platform with an additional vertical team, positioning the district for a broader systemwide expansion
- Communications gathered feedback from every stakeholder group on dress code and translated that feedback into a new visual graphic and clear expectations shared with families districtwide
- Communications supported budget storytelling for the FY27 budget, helping the community understand district priorities and decisions
- Communications planned Centegix safety videos and compliance videos for the new school year, ensuring staff and schools are prepared and informed from day one

Mid-Year Checkpoint

At the midpoint of the year, Forsyth County Schools strengthened stakeholder understanding and community connection through expanded engagement, partnerships, and clear, coordinated communication. CELE deepened relationships with business and community leaders through Principal for a Day, the State of the Schools luncheon, and Together at the Table, creating meaningful opportunities for dialogue and new partnerships. The Forsyth County Education Foundation supported inclusive school experiences through grant funding, the Penguin Project, and fundraising efforts such as Dining with Dignity to ensure student access to essential resources.

The FoCAL Center expanded community partnerships, including a new collaboration with Northside Hospital Forsyth that enhanced student experiences and production opportunities while strengthening ties between schools and local organizations.

Communications advanced districtwide clarity and consistency by developing a centralized communications hub, strengthening inclement weather messaging, realigning internal leadership communications, conducting website and social media audits, and leading accessibility and brand trainings. Communications also supported parent, student, and teacher advisories and produced data informed video updates to strengthen understanding of key initiatives such as Distraction Free Education.

Together, these efforts established stronger connections, improved communication effectiveness, and created a solid foundation for continued growth in stakeholder engagement during the second half of the year.

Year-End Results and Reflection

Forsyth County Schools strengthened stakeholder understanding this year through expanded partnerships, inclusive programming, and consistent, districtwide communication. CELE deepened community and business relationships through events like the Partner Connect Breakfast, Celebration of Excellence, and the first annual Playmakers Celebration, while the Forsyth County Education Foundation and FoCAL Center advanced inclusivity through grants, scholarships, and fine arts programming that reached students and staff across the district. Communications led significant progress on the district's centralized communications hub, strengthened inclement weather and internal leadership messaging, and launched a districtwide brand hub to ensure consistent, on-brand communication. The team also supported the Leadership Retreat, rolled out ParentSquare for the East cluster, translated stakeholder feedback into a new dress code graphic and expectations, supported FY27 budget storytelling, and planned Centegix safety and compliance videos for the new school year. Together, these efforts improved communication effectiveness and strengthened stakeholder engagement across Forsyth County Schools.

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective B: Manage financial resources

Cabinet Leader: Larry Hammel

Initiative/Major Focus:

- Obtain/maintain AAA bond rating

Performance Measures:

- 15% Fund Balance
- Moody's AAA
- S&P AAA

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• External audit system • Internal audit of each school * In service training w/principals & bookkeepers * Chart of accounts enhanced for consistency at schools for principals & bookkeepers * Facilitron School Rentals * Implementation * Liability & Consistency	• Zero-based budget process * Department meetings to assess needs * Ongoing conversations with Facilities & HR * Future projections
Mid-Year Checkpoint Moody's and S&P reissued a AAA bond rating for the 2025 Refunding Bond issue The school system currently has at least a 15% fund balance based on cash flow analysis.	
Current Year-end Results Moody's and S&P reissued a AAA bond rating for the 2025 Refunding Bond issue The approved FY26 budget included a 15% fund balance The Mauldin and Jenkins annual audit is ongoing, and results should be issued sone	

Reflection on Results:

FCS maintains a AAA bond rating going into FY2027
The school should end the year with a 15% fund balance for FY26
Non finding for the FY25 audit report from M&J

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective C: Plan and allocate resources

Cabinet Leader: Larry Hammel

Initiative/Major Focus:

- Obtain Georgia 5 Star Financial Rating

Performance Measures:

- Obtain Georgia 5 Star Financial Rating

Action & Accountability Planning

Action Steps: First Half of Year • Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.	Action Steps: Second Half of Year Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.
Mid-Year Checkpoint FCS has a 4.5 Star rating for FY2024	
Year-end Results Forsyth County Schools earned a 4.5-star rating on the State of Georgia's 2025 Financial Efficiency Star Rating	

Reflection on Results:

FCS maintains a 4.5 star rating for 2024 and 2025.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective A: Plan & adapt for growth

Cabinet Leader: Matt Wark

Initiative/Major Focus:

- Accurately plan and complete future facility needs to maximize state funding earnings

Performance Measures:

- 100% of planned projects completed

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Monthly impact statements monitoring county wide residential zoning and developments that impact school facility capacities. • Monthly review of work order completion times and capacity to ensure schools are maintained at a high level and work order completion timeline. • Continue to monitor 3rd party contracts for general maintenance property management. • Monitor enrollments and projections district wide to prepare for allotments moving into 26/27 school year. • Transition into final 15 schools SPLOST 6 project list. • SPLOST 6 projects completed prior to school starting.	• Monthly impact statements monitoring county wide residential zoning and developments that impact school facility capacities. • Monthly review of work order completion times and capacity to ensure schools are maintained at a high level and work order completion timeline. • Move into final stages to finish 15 remaining schools on SPLOST 6. • Design is in progress on SPLOST 7 • Successful completion of projections before deadline to allow for allotments to be completed prior to spring job fair
Mid-Year Checkpoint • Monthly impact statements monitoring county wide residential zoning and developments that impact school facility capacities. • Monthly review of work order completion times and capacity to ensure schools are maintained at a high level and work order completion timeline. • Completed majority of SPLOST 6 projects and on track for successful completion of Mashburn addition. • SPLOST 6 projects in phase 1 and phase 2 schools complete. • Successful completion and submission of 2026-27 projections prior to deadline. Final review of 25-26 projections for accuracy show less than 2% error rate. • Successful mid-year evaluation of service contracts to ensure best value but at the same time monitor contractors for quality of work to showcase state of the art facilities for the state.	

Year-End Results

- **Monthly impact statements provided to the board for review. These impact statements reflected projections for the year, and no developments came about that facilities did not know about that impacted schools that were not planned for.**
- **Monthly review of work order completion times and capacity continued to increase, but response times and completion of work orders continued to stay consistent.**
- **Official approval of SPLOST 7 and initial design of 2 additions and elementary 24 are more than 75% complete. All athletic turf was successfully procured and will start January of 2027.**
- **All SPLOST 6 work is on track to complete on time to successfully complete the SPLOST 6 program with all projects completed that were listed.**
- **Continued collaboration and monitoring of school-initiated projects for 42 schools. Process for these projects continues to work successfully to ensure response time to the schools but also to have documentation of what the schools are doing on their own at their sites.**

Reflection on Results:

Reflecting on the year the simple fact of passing ESPLOST 7 and completing the ESPLOST 6 program is an amazing accomplishment in itself. Also, being able to consistently maintain over 9 million square feet of buildings and over 2,000 acres is an unbelievable accomplishment. We continue to get amazing reviews from other districts that visit Forsyth County and our community. We continue to improve in areas but overall, we are very proud of what the facilities department provides our students and staff.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Derrick Hershey

Major Focus/Initiative #1:

- Recruit highly qualified staff

Performance Measures:

- Increase the percentage of candidates hired as a result of recruitment efforts by 3% of the gap from 57.14% to **58.4%**

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Create engagement activities with our CTAE Education as a Pathway (EAP) intro courses • Create Engagement activities with college/university partnerships • Implement training and path for Alternative Certificate candidates • Educational Scholar Program (launched Fall 2025) • Plan for 2 job fairs (Face to face, and Virtual) • Improve screening process for all certified applicants • Continue workforce housing partnerships • Classified to Certified Career Development Workshops • Substitute workshop – recruitment through Alt. Cert. presentation	• Attended 63 job fairs for the year • Host annual Job Fair, Virtual Fair, and virtual Meet & Greet • Completed the selection process for the second cohort of Educational Scholars • Increased the number of partnerships with apartment complexes • Hosted four Alternative certification info sessions (job fair, subs, paras, and one-year provisionals) – three virtual and one face-to-face • Use TOTY and alumni to attend job fairs with HR • Substitute workshop – recruitment through Alt. Cert. Presentation • Facilitated 21 college classroom engagement opportunities • Announced the 2nd cohort (3) of Educational Scholars
Mid-Year Checkpoint • 2 sessions facilitated with classified FCS staff and subs regarding certified opportunities • Presentations on full-time employment with FCS and alternative certification have been made at 3 of 5 substitute workshops • 131 Alternative certifications (Provisional, waiver, permit) • 13 (EAP) intro classrooms were presented with the benefits of careers in education • 25 of 60 planned job fairs attended thus far • 7 of 18 Engagement Activities with college/university partnerships • 6 current students participating in the 2025 Educational Scholars Program. The application is open and accepting candidates for the 2026 cohort until February 28th • Established a Google sheet that details contact of potential alternative certified candidates • Hosted An Evening with Human Resources for current student teachers and recruiting contacts made during the fall 2025 • Apartment complex offers 20% off on three of their apartments for FCS employees • FTA mid-year cohort including implementation of virtual essentials course with 12 candidates in Special Education, Math, Spanish and CTAE.	
<u>24-25 Job Fair</u> 738 pre-registrations 367/738 attended <u>160 walk-ins</u> Total = 527 candidates	<u>25-26 Job Fair</u> 460 pre-registrations 328/460 attended <u>92 walk-ins</u> Total = 420 candidates
***107 candidates registered for job fair were alumni (25-26 SY)	

Year-End Results

Results: The percentage of candidates hired as a result of recruitment efforts increased from 57.14% to 65.56%.
(The fiscal year for this goal closes on 7/1/26; however, recruiting efforts will continue to impact this overall number, as we continue to fill vacancies for the FY27 school year)

Reflection on Results:

Although we achieved our target for hires resulting from formal recruiting efforts, our recruiting success extends far beyond scheduled job fairs and events. Recruiting is embedded in our culture, and we believe every employee serves as an ambassador for our district. Through daily interactions, professional relationships, and personal referrals, our staff continually help attract high-quality candidates in ways that cannot always be measured through traditional data.

Our focus remains on ensuring every classroom and position is staffed with outstanding employees. We will continue to strengthen our recruiting efforts by expanding outreach opportunities, building meaningful relationships with prospective candidates, and fostering a culture where every employee contributes to attracting exceptional talent to our district.

Key highlights in our recruitment efforts include:

Major Job Fairs and Recruitment Achievements

- **Job Fairs Hosted: FCS Job Fair, FCS Virtual Job Fair**
 - Total Attendance: 492 attendees (420 in-person/72 virtual)
 - The annual fairs were marketed towards certified candidates
 - Several FCS staff members commented that the number of qualified candidates seemed to increase
 - 35 (as of 6/30/26, will total after NEO Day 2) of our new certified hires are FCS alumni

Expanding Recruitment Initiatives

- **Targeted Recruitment:**
 - 603 contacts were made with potential candidates from the 63 college job fairs attended this school year.
 - From August 2025 to April 2026 those 603 contacts that Forsyth County Schools made, were curated from a diverse number of college campus visits that included locations outside of the southeast region, with visits to Indiana, Iowa, Kentucky, New York, Ohio, and Pennsylvania.
 - Participated in 21 student and staff engagement opportunities on 13 college campuses, presenting future educators on how to maximize their wealth in education.
 - Presented to introductory level Education as a Profession Pathway classes at all 8 high schools (covering 13 class sections), to share the benefits of careers in education and the Educational Scholars Program.
 - We have hired 25 classified staff members into certified positions
 - We have hired 32 substitutes into certified positions
- **TCRP:** 5 of 7 Residency Teachers were hired for the 26-27 school year; we have hired 4 (as of teachers who will complete the TCRP program).
- **Educational Scholar Program:** This year 3 new FCS alumni were named as Educational Scholars (ES) for the 26-27 SY. Between the two current cohorts (2025 – 6 and 2026 – 3) we will have 7 ES participants for the 26-27 SY, as 2 members from the 2025 cohort have been hired full-time as TCRP Residency Teachers.
- **Community Partnerships:** We increased our participation with local apartment complex's Preferred Employer programs by 1, to now partner with 7 local properties.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Derrick Hershey

Major Focus/Initiative #2:

- Increase compensation opportunities

Performance Measures:

- Increase the percentage of retained staff in high needs areas by 3% of the gap from 94.18% to 94.35%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
FY 26: • Certified Educators compensated for using planning periods to cover absences not filled by substitutes • Compensation increases across all pay bands including additional step for every certified staff member • Supplement for Specialized Instruction classroom teachers and paraprofessionals (prepared for Jan. 2026) • Increase emphasis for planning for all Specialized Instruction teachers • Emphasis on retirement education help make educators aware of these benefits (October 2025) • Emphasis on Financial Benefits of being a teacher – Millionaire and Me Workshop (October 2025) • 25-26 Classified Employee Financial Wellness Visits - o 17 Elementary School Cafeteria and Custodial Group meetings (2 per school- 34 meetings, still have 6 Elementary, 11 Middle, and 7 High Schools, and 2 Academies to visit by March 19) - o 12 Transportation District Meetings (12 of 14 Groups) • Initiating Advanced Degree Job Fair for professional growth opportunities and compensation (October 2025) • GaDOE Para to Teacher Grant for GaTAPP Completers • FCS Induction Program supplements for 205 School-Based Mentors and 75 Induction Leaders	FY: 26 • Salary /Budget preparation for FY 27 • Spring Alternative Certification Career Sessions • Spring Advanced Degree Job Fair for employees (after spring break) • GaDOE Para to Teacher Grant for GaTAPP Completers • Individual employee counseling sessions on career growth opportunities and pathways • Millionaire and Me presentation – focus on staff retention to understand financial literacy for educators • Classified Employee Financial Wellness Visits • Induction Supplements for Induction Leaders and School-Based Mentors • FCS Induction Program supplements for 225 School-Based Mentors and 75 Induction Leaders

Mid-Year Checkpoint

- Prepare for FCS teachers' salary increase with the following highlights:
 - Addition of salary step for all certified and classified employees
- Individual employee counseling sessions on career growth opportunities and pathways and provide Career Lattice Development presentations
- Discussed benefits of being a teacher at CTAE Educator Summit to 300 students and teachers.
- Continue Coverage compensation for teachers who are using planning time to cover a class.
- Forsyth Teacher Academy candidates receive \$1,000 compensation for signing a 4th contract with the district.
- FCS Induction Program supplements for School-Based Mentors and Induction Leaders
- Distribution of GaDOE Para to Teacher Grant for GaTAPP Completers
- 15 universities/colleges participated in the 2025 FCS Advanced Degree Fair

- Classified Financial Wellness – 43 School Visits (2 sessions per school Custodians/Cafeteria) 14 Transportation District Meetings.

Year-End Results

Goal: Increase the percentage of retained staff in high needs areas by 3% of the gap from 94.18% to 94.35%.

Results: The percentage of retained staff in high needs areas decreased from 94.18% to 93.08%.

Reflection on Results:

Throughout the 2025-2026 school year, Forsyth County Schools focused on improving the employee experience through certification opportunities, professional learning, leadership development, and performance support. These efforts were designed to help employees grow in their current roles, explore career advancement opportunities, and build leadership capacity across the district.

During the year, the district expanded professional learning and certification opportunities through the Forsyth Teacher Academy (FTA). Endorsement offerings grew in high-needs areas such as ESOL, K-5 Mathematics, Teacher Support, and Coaching. A new School Safety and Anti-Gang endorsement was also introduced for School Safety Specialists and Social Workers. Leadership development opportunities continued through programs such as Aspiring Leaders, Aspiring Principals, Aspiring Principals Plus, LEAD Academy, Class A Leadership Development, and the Teacher Advisory Council.

To better support new educators, the district formed a Certified Induction Council made up of 16 induction leaders and mentors from across Forsyth County Schools and earned Georgia Department of Education Certified Induction Program Status for the next five years. Interest in the Forsyth Teacher Academy continued to grow, with Cohort 7 reaching 42 candidates—the largest cohort in program history. The Academy also expanded certification fields to include all secondary content areas, Fine Arts, Health, and Physical Education, while the mid-year cohort doubled from six to twelve participants.

Additional employee support efforts included Working Genius training for district and school leaders, employee financial wellness visits, career development presentations, and the annual Advanced Degree Fair. Fifteen colleges and universities participated in the fair, providing employees with information about advanced degree programs and professional growth opportunities. More than 220 certified employees upgraded their certificates this year, compared to just over 100 the previous year.

While the district did not meet its certified staff retention target, important progress was made in expanding certification opportunities, strengthening support for new educators, and creating additional pathways for employee growth and leadership development. These efforts will continue to support employee growth, strengthen performance management practices, and help develop future leaders across Forsyth County Schools.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective B: Build & develop individual staff capacity

Cabinet Leader: Derrick Hershey

Initiative #1:

- Expand capacity-building programs for school and system staff

Performance Measures:

- Increase the percentage of retained staff by 3% of the gap from 95.07% to 95.21%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Grow FTA endorsements for high-needs areas: ESOL, K-5 Math, Teacher Support & Coaching Professional learning for 70+ Instructional Coaches • Increase in 2025-2026 Endorsement enrollment by adding new School Safety and Anti Gang endorsement for school Safety staff including SAS and Social Workers • Create engagement opportunities with Leadership Development Programs (Aspiring Leader, Aspiring Principal, Class A Leadership, A2A Leadership, LEAD Academy, Aspiring Principals +, Teacher Advisory Council) • Formed Induction Certified induction council (16 induction leaders and mentors across the district) • Apply for GaDOE Certified induction Program status • Forsyth Teacher Academy GaTAPP increased summer enrollment to 42 candidates. (largest cohort to date) • FTA opened additional fields of certification to include all secondary content areas, Fine Arts and Health and PE. • Forsyth Teacher Academy mid-year cohort continues • Working Genius Training through HR Dept. • 25-26 Classified Employee Financial Wellness Visits ○ 17 Elementary School Cafeteria and Custodial Group meetings (2 per school- 34 meetings, still have 6 Elementary, 11 Middle, and 7 High Schools, and 2 Academies to visit by March 19) ○ 12 Transportation District Meetings (12 of 14 Groups) • Continue to offer FCS Advanced Degree Fair • Financial Advisors available at FCS Advanced Degree Fair (October 2025) • FCS Professional Growth Opportunity app for certified and classified education programs • Career Development Lattice Presentations	• Individual Certification Support in Forsyth Teacher Academy in April for Cohort 8. • Email communication and virtual session to provisional certified employees about program offerings. • FTA Promotional video shared at all sub workshops • FTA Cohort 8 candidates completed program • Awarded GaDOE Certified Induction Program Status for the next 5 years. • Working Genius training with district leaders and school leaders • 22 candidates will complete the School-Safety and Anti-Gang endorsement. • Lead academy presentations on Career Growth • Summer Classified Job Fair
Mid-Year Checkpoint	
• 15 universities/colleges participated in the 2025 FCS Advanced Degree Fair • Individual Certification Support in Forsyth Teacher Academy in July and November 2025 • Email communication and virtual session to provisional certified employees about program offerings. • FTA Promotional video undated with new loo to market academy to teachers, leaders in FCS and community • FTA Cohort 7 completed 42 candidates. (largest cohort to date) • FTA Cohort 10 Midyear cohort doubled in size from 6 to 12 candidates. • Application submitted to GaDOE in November for Certified Induction program status. • Working Genius training with district leaders and school leaders • Leadership Development Programs implemented (Aspiring Principals, LEAD, Aspiring Leaders, Aspiring Principals Plus, Class A Leadership Development, Teacher Advisory)	

Year-End Results

Goal: Increase the percentage of retained certified staff by 3% of the gap from 95.07% to 95.21%

Results: The percentage of retained certified staff decreased from 95.07% to 94.25%.

Reflection on Results:

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Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Dr. Amy Bartlett

Major Focus / Initiatives: Increase student achievement

Performance Measures:

- Establish baseline; 3% increase of the gap as measured by Content Mastery in CCRPI by content areas and student groups.

Level	2022 Score	2023 Target	2023 Score	2024 Target	2024 Score	2025 Target	2025 Score	2026 Target	2026 Score
ES	92.1	92.3	91.5	91.8	91.5	91.8	91.9	92.1	TBD Oct/Nov 2026
MS	88.1	88.5	88.4	88.7	91.3	91.6	92.7	92.9	TBD Oct/Nov 2026
HS	91.1	91.4	93	93.2	95.6	95.7	98.3	98.4	TBD Oct/Nov 2026

Action & Accountability Planning

Action Steps: First Half of Year Continuous Improvement - Reframe the school improvement plans into a continuous improvement process with measurable goals and short-term action cycles focused on specific changes in adult practices, supported by intentional, job-embedded professional learning. - Equip principals and school leadership with training on data resources, goal setting, and progress monitoring to ensure consistency and capacity in the school improvement process. - Reframe district collaboration days as AIM days to align with the continuous improvement process and offer school's more dedicated time to target school CIP goals Literacy - Create an aligned high quality instructional materials (HQIM) and supplemental resources to	Action Steps: Second Half of Year Continuous Improvement Implement and monitor school continuous improvement plans through short-term action cycles, using measurable goals, evidence of changes in adult practice, and job-embedded professional learning to strengthen instructional impact. Build school leadership capacity by providing ongoing coaching and support in data analysis, goal monitoring, and evidence-based decision making to ensure consistent implementation of the district's continuous improvement process. Leverage district AIM Days to support school continuous improvement priorities through collaborative data analysis, professional learning, and monitoring evidence of each school's CIP goals. Literacy
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the new GA ELA standards and Science of Reading pathways K-12.

- Create an educative curriculum (*Literacy Connection*), including approved texts, targeted strategies, and standards alignment, for 4th/5th grades to serve as the core resource for ELA
- Offer REP Literacy courses in six middle schools with cross-departmental teacher professional development
- Provide vertical professional learning to all teachers 2-12 on the new standards, situating texts, and GMAS assessment matching
- Integrate cross-curricular disciplinary literacy strategies 6-12

Tier 1 Instruction

- Administer a Universal Screener in Reading and Math for all K-8 students and support the use of the data to inform instruction
- Provide job-embedded professional learning opportunities to teachers and leaders in all content areas
- Provide lab materials and experiences for K-12 science classrooms and implement a new science curriculum in K-5
- Support the implementation and growth of Professional Learning Communities
- Conduct a Course Digest audit and resource review to align courses and resources to system, state, and community expectations
- Incorporate Think Alouds as a content-agnostic strategy to improve critical thinking, synthesis, and communication skills in K-5 classrooms

- **Implement and refine** aligned high-quality instructional materials (HQIM) and supplemental resources to support consistent instruction and full implementation of the GA ELA standards and Science of Reading pathways K-12.
- **Launch and support implementation** of the Literacy Connection educative curriculum for Grades 4–5, monitoring instructional use and providing guidance to ensure consistent standards-based and SoR-aligned instruction.
- **Expand and strengthen** REP Literacy implementation in participating middle schools through ongoing cross-departmental collaboration, professional learning, and monitoring of instructional practices.
- **Provide sustained, job-embedded professional learning** for teachers 2–12 focused on effective implementation of the GA ELA standards, situating texts, and alignment to GMAS expectations, including intentional transition experiences from 5th to 6th and 8th to 9th.
- **Support implementation of disciplinary literacy practices** across Grades 6–12 by integrating cross-curricular instructional strategies and collaborative planning into classroom instruction.

Tier 1 Instruction

- **Strengthen the use of universal screening data** to inform Tier 1 instruction and intervention for all K–8 students.
- **Provide ongoing job-embedded professional learning** to strengthen instructional practices across all content areas.
- **Support implementation of K–5 science curriculum** and expand high-quality lab experiences across K–12.
- **Strengthen Professional Learning Communities** through collaborative planning, data analysis, and continuous improvement.
- **Implement Course Digest and resource review recommendations** to ensure alignment with district priorities, state standards, and community expectations.
- **Expand the use of Think Alouds** to strengthen critical thinking and academic discourse in K–5 classrooms.

Mid-Year Checkpoint

Continuous Improvement:

- AIM Partners met with all schools at least twice to support school's needs in Continuous Improvement
- Continuous Improvement learning sessions were included in all Principals, AP, and PLL meetings

- A targeted CCRPI collaboration was included for all principals with optional follow-up meetings for all APs and district leaders
- All schools used dedicated time on October and January AIM days for communication of, PL and celebrations for Continuous Improvement plans

Literacy

- K-8 Universal Screening Mid-Year Data (Reading):

Grade	Overall Grade-Level Placement	Meets	Approaching	Below	Far Below	Not Assessed	Students Assessed/Total
Grade K		40%	37%	22%	0%	0%	2,911/2,976
Grade 1		43%	15%	40%	2%	0%	3,283/3,358
Grade 2		45%	23%	24%	8%	0%	3,443/3,506
Grade 3		42%	33%	15%	7%	3%	3,736/3,783
Grade 4		42%	21%	29%	3%	6%	4,139/4,188
Grade 5		34%	28%	23%	10%	4%	4,159/4,202
Grade 6		49%	16%	20%	6%	9%	4,158/4,232
Grade 7		45%	19%	15%	7%	14%	4,386/4,459
Grade 8		43%	22%	16%	4%	15%	4,477/4,552

- TOSA's have completed and published 6 of 8 ELA units in 4th and 5th grades as part of our district-designed educative curriculum, *Literacy Connection*
- Survey data from 4th/5th teachers and leaders shows 91% of teachers are using the *Literacy Connection* curriculum, and 79% of teachers agreed the curriculum has helped them understand the rigor of the new standards
- All middle and high school ELA teams have completed two sessions of vertical alignment supporting the new ELA standards and GMAS assessments
- All elementary schools have completed one session of vertical alignment supporting the new ELA standards and GMAS assessments and an additional session for 3rd grade PLCs

Tier 1 Instruction:

- K-8 Universal Screening Data (Math):

Grade	Overall Grade-Level Placement							Students Assessed/Total
Grade K		40%	20%	40%	0%	0%		2,907/2,976
Grade 1		31%	16%	50%	3%	0%		3,277/3,358
Grade 2		29%	24%	41%	7%	0%		3,443/3,506
Grade 3		26%	30%	37%	5%	2%		3,734/3,783
Grade 4		37%	25%	30%	5%	3%		4,138/4,188
Grade 5		41%	25%	26%	4%	3%		4,159/4,202
Grade 6		41%	30%	20%	4%	6%		4,157/4,232
Grade 7		32%	26%	27%	6%	10%		4,387/4,461
Grade 8		35%	21%	25%	7%	13%		4,463/4,556

- All schools have established structures for Professional Learning Communities
- 227 teachers responded to the Think Aloud pre-assessment for goal setting, and all instructional coaches are participating in Think Aloud walkthroughs and modeling experiences
- K-12 Course Audit is complete, and alignment to resource reviews is in-process with US History through Film and secondary ELA texts completed
- Integration process has begun for new 26-27 courses: AP Business, 8th Grade Enhanced ELA, and AP Seminar: English 10 pilot

Year-End Results

Continuous Improvement:

- AIM Partners continued targeted and personalized support of school's needs in Continuous Improvement
- Continuous Improvement learning sessions were included in all Principals, AP, and PLL meetings, including a targeted approach to prepare for the transition from Year 1 to Year 2
- During the EOY Leadership Retreat, Continuous Improvement was the focus of learning for school leaders. Main and breakout sessions provided universal and choice learning opportunities.
- New AIM/CIP resources were created for school and district use to align common language, systems, and structures:
 - AIM/CIP website with instructional videos, samples protocols, and support resources
 - AIM Companion booklet with district CIP and PL documents
 - District CIP/PLL updates for 26-27
- All schools used dedicated time on January and March AIM days for communication of, PL and celebrations for Continuous Improvement plans

Literacy

- K-8 Universal Screening EOY Data (Reading):

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		66%	25%	10%	0%	0%	2,909/2,967
Grade 1		61%	13%	26%	1%	0%	3,285/3,359
Grade 2		58%	20%	17%	5%	0%	3,416/3,477
Grade 3		52%	29%	11%	5%	2%	3,721/3,767
Grade 4		48%	21%	24%	3%	4%	4,119/4,170
Grade 5		41%	27%	21%	8%	3%	4,162/4,197
Grade 6		53%	16%	18%	5%	8%	4,169/4,228
Grade 7		48%	19%	14%	7%	12%	4,398/4,463
Grade 8		45%	21%	16%	4%	14%	4,486/4,542

- TOSA's completed and published all ELA units in 4th and 5th grades as part of our district-designed educative curriculum, *Literacy Connection*, and completed units 0 and 1 for 2nd and 3rd grades to begin a pilot implementation for those grade levels (12 schools will be participating in the pilot for 26-27)
- Writing samples were collected from 4th and 5th grade classrooms showing a significant difference between EOY writing samples in 24-25 compared to 25-26 with the *Literacy Connection* as the curriculum.
- All middle and high school ELA teams completed two sessions of vertical alignment supporting the new ELA standards and GMAS assessments, including an additional 5th/6th and 8th/9th vertical transition training
- All elementary schools completed one session of vertical alignment supporting the new ELA standards and GMAS assessments and additional PLC sessions for all 2nd-5th grades

Tier 1 Instruction:

- K-8 Universal Screening Data (Math):

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		63%	16%	21%	0%	0%	2,906/2,967
Grade 1		49%	16%	33%	2%	0%	3,284/3,359
Grade 2		50%	23%	23%	4%	0%	3,416/3,477
Grade 3		47%	24%	24%	3%	1%	3,721/3,767
Grade 4		51%	24%	19%	4%	2%	4,118/4,170
Grade 5		52%	22%	20%	3%	3%	4,160/4,197
Grade 6		48%	26%	17%	4%	5%	4,168/4,228
Grade 7		36%	25%	24%	6%	9%	4,397/4,465
Grade 8		37%	21%	24%	6%	11%	4,475/4,545

- **Content Mastery - Achievement on the Georgia Milestones Assessments:**
 - **Math EOG (All Grade Levels):** The percentage of students scoring proficient in Math decreased from 32% to 31%, but the percentage of students scoring distinguished increased from 39% to 42%.

- **Science EOG** (All Grade Levels): The percentage of students scoring proficient in Science decreased from 38% to 37%, but the percentage of students scoring distinguished increased from 24% to 26%.
- **Social Studies EOG** (8th Grade): The percentage of students scoring proficient in Social Studies decreased from 40% to 25%, but the percentage of students scoring distinguished increased from 26% to 34%.
- **Algebra Concepts and Connections**: The percentage of students scoring proficient in Algebra decreased from 30% to 31%, but the percentage of students scoring distinguished increased from 41% to 46%.
- **Biology**: The percentage of students scoring proficient in Biology increased from 37% to 41%, and the percentage of students scoring distinguished decreased from 36% to 34%.
- **US History**: The percentage of students scoring proficient in US History decreased from 42% to 36%, but the percentage of students scoring distinguished increased from 14% to 15%.
- **American Literature/Literature and Composition II**: The introduction of a new ELA EOC at the high school level has delayed the release of scores until late fall. We will be able to report detailed scores once scores are released and CCRPI is calculated.
- A decrease in the percentage of students scoring at the proficient level demonstrates positive movement when accompanied by an increase in students scoring at the distinguished level.
- Regarding CCRPI scores for Content Mastery, the percentage of students scoring proficient is multiplied by 1 and the percentage of students scoring distinguished is multiplied by 1.5.
- A decrease in proficient and distinguished level learners in US History may not reflect a decreased CCRPI score if it correlates with a larger number of students enrolled in the AP, IB, or Dual Enrollment versions of the course. The system will receive credit in CCRPI for these students based on their course grades.

Reflection on Results:

The 2025–2026 school year marked an important step in advancing the district's vision for **The Learner Experience**. Throughout the year, the focus extended beyond implementing initiatives to building coherent systems that strengthen instruction, support educators, and improve outcomes for every learner. The reflections that follow highlight progress in three key areas while recognizing that this work continues to evolve. Together, these efforts have established a stronger foundation for sustained student achievement and growth.

Continuous Improvement

The district successfully transitioned from traditional school improvement planning to a more agile, evidence-based continuous improvement process. Schools demonstrated increased ownership of measurable goals through recurring action cycles, dedicated AIM collaboration, and strengthened leadership capacity. The development of common AIM resources and structures established greater coherence across schools and positioned the district for sustained implementation in Year 2.

Literacy

Significant progress was made in building a coherent literacy system aligned to the new Georgia ELA Standards and the Science of Reading (SoR). District-developed instructional resources, vertical collaboration, and sustained professional learning increased consistency of implementation across grade levels, while early teacher feedback and student writing evidence indicate positive shifts in instructional practice. Expansion of *Literacy Connection* into additional grades will continue to strengthen a standards-aligned literacy experience for all learners.

Tier 1 Instruction

The district strengthened Tier 1 instructional systems by expanding the use of data-informed practices, collaborative professional learning, and aligned instructional resources. Universal screening strengthened PLC structures, implementation of high-quality instructional materials, and strategic resource alignment established stronger conditions for high-quality instruction. Early assessment trends demonstrate movement toward higher levels of student achievement, reinforcing the district's continued focus on rigorous Tier 1 instruction and continuous improvement.

The progress reflected in these strategic priorities demonstrates meaningful movement toward a more coherent and aligned instructional system. As implementation continues, the district expects additional evidence of impact with the release of **Georgia Milestones ELA results** and the **2026 CCRPI Content Mastery scores** in late fall. These measures will provide a more comprehensive picture of student achievement and inform the next cycle of continuous improvement, ensuring that district efforts remain focused on increasing learning outcomes for every student.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Dr. Amy Bartlett

Major Focus / Initiative #2: Increase student growth

Performance Measures:

- Establish baseline once growth data becomes available; 3% increase of the gap as measured by Progress in CCRPI by content areas and student groups.

Progress									
Level	2022 Score	2023 Target	2023 Score	2024 Target	2024 Score	2025 Target	2025 Score	2026 Target	2026 Score
ES	N/A	N/A	89.4	89.7	90.1	90.4	95.9	96	TBD Oct/Nov 2026
MS	N/A	N/A	82.7	83.2	84	84.5	89.5	89.8	TBD Oct/Nov 2026
HS	N/A	N/A	78.9	79.5	73.6	74.4	88.5	88.8	TBD Oct/Nov 2026

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
Continuous Improvement - Reframe the school improvement plans into a continuous improvement process with measurable goals and short-term action cycles focused on specific changes in adult practices, supported by intentional, job-embedded professional learning. - Equip principals and school leadership with training on data resources, goal setting, and progress monitoring to ensure consistency and capacity in the school improvement process. - Reframe district collaboration days as AIM days to align with the continuous improvement process and offer school's more dedicated time to target school CIP goals Literacy - Create an aligned high quality instructional materials (HQIM) and supplemental resources to the new GA ELA standards and Science of Reading pathways K-12.	Continuous Improvement Implement and monitor school continuous improvement plans through short-term action cycles, using measurable goals, evidence of changes in adult practice, and job-embedded professional learning to strengthen instructional impact. Build school leadership capacity by providing ongoing coaching and support in data analysis, goal monitoring, and evidence-based decision making to ensure consistent implementation of the district's continuous improvement process. Leverage district AIM Days to support school continuous improvement priorities through collaborative data analysis, professional learning, and monitoring evidence of each school's CIP goals. Literacy Implement and refine aligned high-quality instructional materials (HQIM) and supplemental resources to support consistent instruction and full

- Create an educative curriculum (*Literacy Connection*), including approved texts, targeted strategies, and standards alignment, for 4th/5th grades to serve as the core resource for ELA
- Offer REP Literacy courses in six middle schools with cross-departmental teacher professional development
- Provide vertical professional learning to all teachers 2-12 on the new standards, situating texts, and GMAS assessment matching
- Integrate cross-curricular disciplinary literacy strategies 6-12

Tier 1 Instruction

- Administer a Universal Screener in Reading and Math for all K-8 students and support the use of the data to inform instruction
- Provide job-embedded professional learning opportunities to teachers and leaders in all content areas
- Provide lab materials and experiences for K-12 science classrooms and implement a new science curriculum in K-5
- Support the implementation and growth of Professional Learning Communities
- Conduct a Course Digest audit and resource review to align courses and resources to system, state, and community expectations
- Incorporate Think Alouds as a content-agnostic strategy to improve critical thinking, synthesis, and communication skills in K-5 classrooms

implementation of the GA ELA standards and Science of Reading pathways K-12.

- **Launch and support implementation** of the Literacy Connection educative curriculum for Grades 4–5, monitoring instructional use and providing guidance to ensure consistent standards-based and SoR-aligned instruction.
- **Expand and strengthen** REP Literacy implementation in participating middle schools through ongoing cross-departmental collaboration, professional learning, and monitoring of instructional practices.
- **Provide sustained, job-embedded professional learning** for teachers 2–12 focused on effective implementation of the GA ELA standards, situating texts, and alignment to GMAS expectations, including intentional transition experiences from 5th to 6th and 8th to 9th.
- **Support implementation of disciplinary literacy practices** across Grades 6–12 by integrating cross-curricular instructional strategies and collaborative planning into classroom instruction.

Tier 1 Instruction

- **Strengthen the use of universal screening data** to inform Tier 1 instruction and intervention for all K–8 students.
- **Provide ongoing job-embedded professional learning** to strengthen instructional practices across all content areas.
- **Support implementation of K–5 science curriculum** and expand high-quality lab experiences across K–12.
- **Strengthen Professional Learning Communities** through collaborative planning, data analysis, and continuous improvement.
- **Implement Course Digest and resource review recommendations** to ensure alignment with district priorities, state standards, and community expectations.
- **Expand the use of Think Alouds** to strengthen critical thinking and academic discourse in K–5 classrooms.

Mid-Year Checkpoint

- K-8 Universal Screening Mid-Year Growth Data:

Reading		
% Toward Typical Growth = 73%		
	Fall Window	Winter Window
Mid or Above Grade Level	29%	43%
Early on Grade Level	23%	23%
One Grade Level Below	32%	22%

Two Grade Levels Below	8%	5%
Three+ Grade Levels Below	8%	6%
Math		
% Toward Typical Growth = 58%		
	Fall Window	Winter Window
Mid or Above Grade Level	20%	34%
Early on Grade Level	22%	24%
One Grade Level Below	43%	32%
Two Grade Levels Below	8%	5%
Three+ Grade Levels Below	6%	4%

- **Mid-Year Checkpoint**
- K-5 Early Universal Screening Mid-Year Growth Data:

Reading		
% Toward Typical Growth = 73%		
	Fall Window	Winter Window
Mid or Above Grade Level	23%	41%
Early on Grade Level	24%	25%
One Grade Level Below	40%	26%
Two Grade Levels Below	9%	5%
Three+ Grade Levels Below	3%	2%
Math		
% Toward Typical Growth = 53%		
	Fall Window	Winter Window
Mid or Above Grade Level	15%	31%
Early on Grade Level	19%	24%
One Grade Level Below	53%	39%
Two Grade Levels Below	9%	4%
Three+ Grade Levels Below	3%	2%

An analysis of the CCRPI **PROGRESS** report **will be conducted once 2026 scores are available** with various stakeholders and actions for improvement have been set. ***Update Expected Oct/Nov 2026 when results are published.***

	Elementary		Middle		High	
	2025	2026	2025	2026	2025	2026
Overall	95.9	TBD Oct/Nov 2026	89.5	TBD Oct/Nov 2026	88.5	TBD Oct/Nov 2026
ELA	90.98	TBD Oct/Nov 2026	90.12	TBD Oct/Nov 2026	100+	TBD Oct/Nov 2026
Math	100+	TBD Oct/Nov 2026	91.87	TBD Oct/Nov 2026	82.19	TBD Oct/Nov 2026
EL Proficiency	100+	TBD Oct/Nov 2026	76.02	TBD Oct/Nov 2026	65.73	TBD Oct/Nov 2026

2026 Growth Levels (CCRPI Progress Report) - (Update Expected Late July 2026 when results are published in SLDS)

	ELA (2025)	Math (2025)	EL Proficiency (2025)
Element	90.98	100+	100+

Schools	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
	32.6%	67.4%	22.6%	77.4%	28.6%	71.4%
Middle Schools	90.12		91.87		76.02	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
	33.25%	66.75%	28.84%	71.15%	46.68%	53.32%
High Schools	100+		82.19		65.73	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
	18.3%	81.6%	35.42%	64.58%	52.15%	47.49%

Year-End Results

- K-8 Universal Screening Mid-Year Growth Data:

Reading				
% Toward Typical Growth = 120%				
	Fall	Winter	Spring	
Mid or Above Grade Level	29%	43%	52%	
Early on Grade Level	23%	23%	21%	
One Grade Level Below	32%	22%	17%	
Two Grade Levels Below	8%	5%	4%	
Three+ Grade Levels Below	8%	6%	5%	
Math				
% Toward Typical Growth = 100%				
	Fall	Winter	Spring	
Mid or Above Grade Level	20%	34%	47%	
Early on Grade Level	22%	24%	22%	
One Grade Level Below	43%	32%	23%	
Two Grade Levels Below	8%	5%	4%	
Three+ Grade Levels Below	6%	4%	4%	

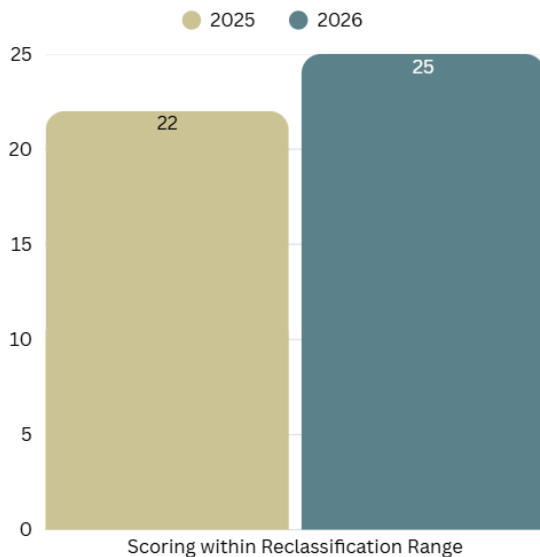
- ELA Universal Screening Growth by Grade:

Grade ⌵	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement ⌵	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	102%	53%	73%	25%	82%	2,888/2,967
Grade 1	102%	52%	78%	31%	69%	3,255/3,359
Grade 2	121%	64%	85%	39%	78%	3,397/3,477
Grade 3	118%	58%	71%	33%	63%	3,700/3,767
Grade 4	124%	58%	70%	34%	57%	4,100/4,170
Grade 5	130%	59%	60%	30%	56%	4,139/4,197
Grade 6	167%	62%	60%	34%	55%	4,134/4,228
Grade 7	160%	59%	52%	30%	51%	4,356/4,463
Grade 8	150%	57%	46%	29%	47%	4,449/4,542

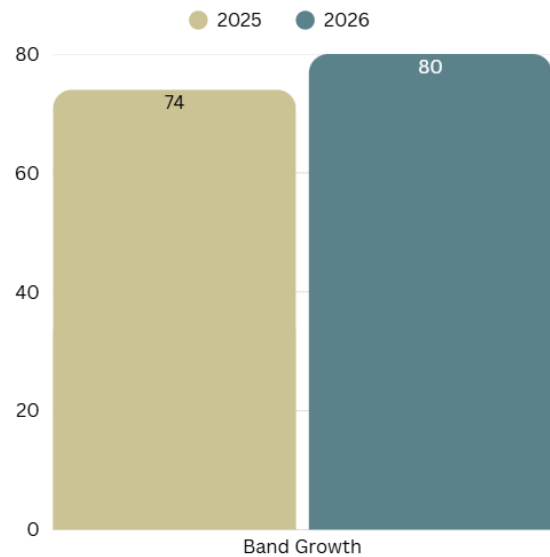
• **Progress - Growth on the Georgia Milestones ELA and Math Assessments:**

- **Math EOG** (All Grade Levels): The mean SGP in Math increased from 52.8 in 2024-2025 to 54.3 in 2025-2026.
- **Algebra EOC** The mean SGP in Algebra increased from 43.6 in 2024-2025 to 46.1 in 2025-2026.
- ELA SGPs are delayed due to the implementation of the Literature & Composition II course in the 2025-2026 school year.
- Student Growth Percentiles measure growth and are only calculated for Math and ELA since Science and Social Studies are not tested at successive grade levels.
- Progress is also calculated using band movement on the ACCESS assessment and will be published in the CCRPI report in late fall.
- Initial calculations indicate an increase in ACCESS growth from 2024-2025 to the 2025-2026 school year.

Percentage of Students
scoring 4.3 or greater
(eligible for clear exit or reclassification)



Percentage of students
showing growth within or
across CCRPI bands



Reflection on Results:

The 2025–2026 school year reflected meaningful progress toward the district’s goal of increasing student growth. Universal screening, Georgia Milestones growth measures, and ACCESS data provide multiple perspectives on how students are progressing over time. Together, these results demonstrate positive movement while also identifying areas that require continued attention, targeted support, and ongoing monitoring through the district’s continuous improvement process.

Universal Screening Growth

K–8 universal screening results demonstrate strong student growth in both Reading and Math. Students achieved median 120% of typical growth in Reading and 100% in Math, with the percentage performing at or above grade level increasing from 29% to 52% in Reading and from 20% to 47% in Math. At the same time, the percentages of students performing one or more grade levels below decreased across both content areas, indicating that students at multiple performance levels made measurable progress during the year.

Georgia Milestones Growth

Available Georgia Milestones results indicate positive growth in mathematics. The mean Student Growth Percentile increased from 52.8 to 54.3 on the Math EOG and from 43.6 to 46.1 on the Algebra EOC. These gains suggest that strengthened Tier 1 instruction, data-informed decision making, and targeted instructional support are contributing to

improved student progress. ELA growth results remain pending due to the implementation of the new Literature and Composition II assessment.

English Learner Growth

English learner results also demonstrate encouraging progress. As shown in the chart on page 6, the percentage of students scoring within the range for clear exit or reclassification increased from 22% to 25%, while the percentage demonstrating growth within or across CCRPI bands increased from 74% to 80%. These results reflect the impact of sustained language-development supports while reinforcing the need to continue strengthening academic language and access to rigorous grade-level instruction.

The available evidence reflects positive growth across universal screening, mathematics, and English learner measures. The release of ELA Student Growth Percentiles and the complete 2026 CCRPI Progress report in late fall will provide a more comprehensive understanding of district and school performance. Once available, these results will be analyzed with stakeholders to identify strengths, address areas of need, and determine the next action cycles for continued improvement in student growth.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Dr. Amy Bartlett

Major Focus/Initiative #1: Provide learning experiences that foster cognitive engagement

Performance Measures:

- Identify / develop an engagement assessment tool and establish a baseline; increase levels of cognitive engagement in each future year.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Conduct 2nd annual ConnectED conference with focus on student engagement • Provide personalized support in continuous improvement processes to schools with goals related to student engagement • Build 4th and 5th grade ELA curriculum units with a focus on cognitive engagement to meet the rigor of the new ELA standards • Provide professional learning and resources on newly adopted PhD Science curriculum to support hands-on inquiry-based learning • Build and implement professional learning program for all elementary teachers on metacognitive strategies (think-alouds) • Collect district-wide baseline data for think-alouds using common success indicators • Conduct a crosswalk between the standards in all secondary content areas to identify areas for student engagement through interpreting and constructing multimodal texts • Continue cross-departmental collaboration around improving student engagement (ex. Classroom Behavior Solutions Workshop, Fundamentals at KME and RMS, EL Engagement Structures) • Advocate for increased use of <i>FCS Student Engagement Tool</i> by schools to increase data sampling	• Plan 3rd annual ConnectED conference with a focus on innovation and cognitive engagement • Continue providing personalized support in continuous improvement processes to schools with goals related to student engagement • Support implementation of the FCS ELA curriculum units and new state standards through job-embedded <i>Elevate Our ELA Game</i> • Provide personalized support with implementation of PhD science curriculum • Implement job-embedded professional learning on think-alouds through instructional coaching and school-based PD • Analyze think-aloud data and implementation artifacts to evaluate effectiveness of professional learning • Set district-wide baseline data with common indicators of success for literacy look-fors in secondary classrooms • Repeat cross-departmental professional learning opportunities around improving student engagement (ex. Classroom Behavior Solutions Workshop, Fundamentals at KME and RMS, EL Engagement Structures) • Complete comparative analysis of the <i>FCS Student Engagement Tool</i> data from SY 24-25 and SY 25-26 • Collect engagement data using the eleot tool during newly redesigned internal review process • Conduct evaluation of <i>Cognia Engagement of Learning Standards</i> with schools participating in the internal reviews • Continue world language classroom observations
Mid-Year Checkpoint	
• 100% of schools within the Denmark and West vertical teams are using the <i>FCS Student Engagement Tool</i> to gather student engagement data • A 70% increase in the number of schools using the <i>FCS Student Engagement Tool</i> from SY 24-25 • 100% of elementary schools established baseline data for think-alouds • A 33% attendance increase at ConnectED conference from SY 24-25 • 100% of PhD Science curricular resources correlate to Georgia Standards of Excellence and are published on the updated FCS elementary science website • A subject-agnostic <i>6-12 Literacy Look-for Tool</i> was developed	

Year-End Results

- Over 1,000 classroom observations have been conducted using the *FCS Student Engagement Tool* and internal review classroom observations:
 - 80% increase in classroom observations using the *FCS Student Engagement Tool*
 - The overall average of 2.56 (out of 4) in *Cognia Engagement of Learning Standards*
- Think-aloud Trends:
 - Quality indicators rose from 46.1% to 62.1%. The strongest gains have been made in providing students with opportunities for practice (32.2% → 53.8%), stating purpose (40.1% → 61.3%), and using accurate Tier 2-3 terminology (61.1% → 81.9%).
 - The alignment of think-aloud to the stated purpose has barely changed (40.3% → 43.7%) and stays the weakest indicator in both semesters.
- 402 classroom observations in grades 6-12 were conducted with the common indicators of success for agnostic literacy look-fors. The data shows:
 - Students engaging with tasks requiring reading/writing/speaking/listening was the strongest (60% observed)
 - The lowest-scoring indicators are all student-driven engagement behaviors: asking questions (8.5%), deep-thinking discussion (11.4%), self-monitoring (18.7%), peer collaboration (27.9%), and higher-order thinking (28.4%) — each observed as fully evident in under 30% of lessons.
- 173 world language classroom observations were conducted:
 - Strengths: student active participation are 83% and 89% of tasks are well matched to student competency level
 - Needs: 32% structured opportunities for interpersonal speaking and 51% of interactions are genuine exchanges vs. recitation
- 100% of 4th and 5th grade teachers received support on implementation of the FCS ELA curriculum units and new state standards through job-embedded *Elevate Our ELA Game* professional learning
- The greatest number of classroom behavior disruptions based on reports in *Spotlight* occurred during independent work and large group/lectures.
- PhD curriculum implementation varied across schools.
 - Strong gain of 7.1 percentage points on average in Proficient and Distinguished categories (58.6% → 65.7%) in schools with consistent curriculum implementation
 - Slight gains (65.1% → 67.0%, +1.9 points) in schools with inconsistent curriculum use
 - Declined scores (66.9% → 64.1%) in schools with limited use of the curriculum use
- ConnectED is happening June 20th and 21st with a focus on increasing engagement and innovation

Reflection on Results:

1. Overall, student engagement data reveal strong positive classroom behaviors and respectful interactions between students and teachers, as well as students-to students, across all schools. These strong indicators are evident in *FCS Student Engagement Tool* and *Cognia Engagement of Learning Standards* from internal reviews. However, student ownership related to assessment and monitoring progress, differentiated instruction, real world tasks, or collaboration have been low across 24-25 and 25-26 data (2.13 out 4 on *Cognia Engagement of Learning Standards* evidence).

Differentiated learning opportunities decreased by 12% from 24-25 (62.2%) to 25-26 (50.4%). Eleot, internal review, and literacy look-fors evidence consistently show it as the weakest area district-wide. *Spotlight* disruptions occur in lecture and independent work settings — the two formats most dependent on active student engagement and differentiated support. Compliance level engagement is strong, but engagement that requires students to generate their own thinking and talk is the consistent weak point.

2. The consistency in implementation of think-alouds across elementary schools has improved, and the opportunities for students to practice metacognitive skills is now evident in most classrooms. While the quality of think-alouds has improved, there is a clear need for a stronger alignment between all elements and consistent just-in-time feedback to students.
3. The baseline for the literacy-rich classroom environment measured by *FCS Secondary Literacy Look-fors* demonstrates consistent opportunities for students to engage in reading, writing, speaking, and listening across all subject areas. While teacher behaviors related to literacy skills (instructional design and delivery) are consistent, the indicators of higher-order questioning, collaborative learning opportunities, student discourse, and student ownership in monitoring own learning are very low and should be considered as priorities for professional learning in 2026-2027.

4. The FCS ELA Units and job-embedded *Elevate Our ELA Game* professional learning had a clearly positive, widely consistent impact on student engagement and writing skills, with students moving from loosely structured BOY writing to organized, evidence-based, more sophisticated EOY writing across ability levels. The evident gaps are a need for more support in bridging sentence-level instruction into full paragraph/essay writing and inconsistency in implementation of the curriculum units across the district.
5. Schools with strong implementation of the PhD science curriculum in elementary school showed the clearest and most consistent growth from 2024-25 to 2025-26, with every strong-use school improving in the proportion of students reaching proficient or distinguished levels. While some schools had a stronger starting point in terms of achievement, implementation of the curriculum with fidelity was consistently associated with greater gains in performance on the Milestones assessment.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Dr. Amy Bartlett

Major Focus/Initiative #1: Establish consistent assessment practices across the district.

Performance Measures:

- Identify / develop a measurement tool and establish a baseline; increase levels of consistency.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Collaborate across departments (Student Services, Technology and Information Services, and T&L) to build common MS midterms and finals that are accommodated for English Learners and special education students • Partner with Technology and Information Services leadership and school-level ETCs to create, administer, and evaluate common assessments in School City • Administer common middle school midterm exams across all core content subjects • Evaluate middle school common midterm exam data for content and construct validity, reliability, and item analysis • Build common high school midterm and final exams for designated core content, Fine Arts and CTAE courses for 2026-2027 administration	• Respond to and act upon extensive stakeholder feedback regarding MS midterm administration processes and exam structure/format - Math assessments moved to School City • Continue collaboration across departments (Student Services, Technology and Information Services, and T&L) to build common MS finals that are accommodated for English Learners and special education students • Continue partnership with Technology and Information Services leadership and school-level ETCs to create, administer, and evaluate common assessments in SchoolCity • Administer common middle school final exams across all core content subjects • Evaluate middle school common final exam data for content and construct validity, reliability, and item analysis • Partner with HS principals to refine the rollout plan for common assessments during SY26-27 • Continue building common high school midterm and final exams for designated core content, Fine Arts and CTAE courses for 2026-2027 administration
Mid-Year Checkpoint At mid-year, significant progress has been made in strengthening system-wide common assessment systems through cross-department collaboration and improved assessment practices. Teams from Student Services, Technology and Information Services, and Teaching & Learning partnered to develop and administer common middle school midterm exams designed with appropriate accommodations for English Learners and students receiving special education services. In collaboration with district technology leaders and school-based ETCs, our capacity to create, administer, and evaluate common assessments within SchoolCity has expanded. Common middle school midterm exams were successfully administered across all core content areas and resulting data have been analyzed for content and construct validity, reliability, and item performance to support continuous improvement. Middle schools are using midterm data to guide collaborative team instructional decisions and as a key metric for monitoring progress within their AIM Plans. In addition, work is underway to build common high school midterm and final exams in designated core content areas, as well as Fine Arts and CTAE courses, in preparation for 2026–2027 implementation.	
Year-End Results At year-end, we successfully strengthened our system-wide common assessment framework by prioritizing cross-departmental collaboration and elevating our core testing practices. This shared effort enabled us to design more	

effective assessments, ultimately generating the assessment data needed to drive continuous academic improvement.

Key Achievements & Implementation Updates:

- **Refined Exam Administration:** By actively incorporating robust stakeholder feedback from the midterms, we significantly improved both the assessment format and the overall administration process.
- **Successful Middle School Rollout:** Building on these midterm refinements, we successfully administered common final exams to all middle school students. While some logistical challenges remain, the execution was noticeably smoother at both the school and district level.
- **Expanded System Capacity:** Our ongoing partnership with district technology leadership and school-based ETCs greatly enhanced our capacity to create, administer, and evaluate common assessments within SchoolCity.
- **Data-Driven Action Planning:** Although post-exam data analysis remains complex and resource-intensive, middle schools are actively leveraging this data to monitor progress, evaluate outcomes, and shape their SY 26-27 AIM Plans.
- **Instructional Impact:** Content specialists, school administrators, and PLCs are using the assessment data to impact instruction. Data analysis has led to professional learning opportunities for school teams to calibrate pacing, instructional strategies, and further unpack standards to improve student outcomes.

Reflection on Results:

Throughout this academic year, we successfully created a system-wide common assessment framework through extensive cross-departmental collaboration. By actively analyzing midterm data and incorporating robust stakeholder feedback, we continuously refined assessment formats and processes to achieve a smoother final exam administration for approximately 13,000 middle school students. Engaging educators directly in the assessment building process has significantly built teacher capacity and expanded our ability to administer rigorous, standards-based assessments. Consequently, we have observed a marked increase in teacher data literacy, which is now directly driving targeted instructional planning and enriching data-focused conversations during their PLC meetings. School leaders are actively leveraging this new source of student data to monitor progress, evaluate action steps, and shape goal adjustments for their SY 26-27 AIM Plans.

Post-exam item analysis and data verification remain a resource-intensive and highly complex process at the system level. Final exam data (student grades) turnaround was much quicker for final exams; however, the room for error is present when expeditiously processing this volume of information across all assessment versions. Cross-departmental collaboration remains a top priority as we refine our current exams over the summer and into the coming school year. The success of this initiative is directly linked to the teamwork and dedicated collaboration of hundreds of teachers, ETCs, administrators, and system leaders.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Dr. Amy Bartlett

Major Focus/Initiative #2: Implement consistent grading practices across the district.

Performance Measures:

- Establish baseline and targets via gradebook audit reports; increase levels of consistency

Action & Accountability Planning

Action Steps: First Half of Year • Partner with Student Information Systems to investigate K-12 grading disparities/irregularities to create a plan to address grading inconsistencies • Share data with K–12 principals on grading disparities and define the necessary steps to strengthen grading and reporting processes • Collaborate with school leaders and across departments to begin developing an FCS Gradebook Audit process to evaluate consistency of grading practice	Action Steps: Second Half of Year • Continue partnering with Student Information Systems to investigate K-12 grading disparities/irregularities to create a plan to address grading inconsistencies • Further evaluate and share data with K-12 principals regarding grading disparities and reporting processes • Provide individualized support to schools to address grading/reporting concerns identified through data analysis and school-level gradebook audits • Continue collaboration with school leaders and across departments to develop an FCS Gradebook Audit process to evaluate consistency of grading practice
Mid-Year Checkpoint Key steps have been completed toward strengthening grading consistency and reporting practices across K–12. Collaboration with Student Information Systems led to a detailed analysis that identified grading disparities and irregularities, highlighting trends and areas needing further review and leader action. Grading and reporting data was presented to K–12 principals to build awareness and promote transparency, prompting school-level reflection and early conversations about improving systemic grading and reporting practices. District expectations for more aligned grading practices were reinforced as leaders considered next steps within their schools. Collaboration with school leaders and departments also began to outline the structure of an FCS Gradebook Audit process focused on evaluating consistency of grading practices, alignment to expectations, and reporting accuracy. However, progress has been somewhat stalled due to the staffing transition of the Assessment Coordinator, which paused deeper analysis and formal development of audit tools.	
Year-End Results This year, we made significant strides toward strengthening K-12 grading consistency and reporting practices, navigating and overcoming early delays caused by an Assessment Coordinator staffing transition. Through ongoing collaboration with Student Information Systems, we conducted detailed analyses to identify grading irregularities and developed a comprehensive plan to address systemic disparities. By transparently sharing this data with K-12 principals, we successfully built awareness, reinforced district expectations, and prompted critical school-level reflections on reporting accuracy. Utilizing these insights during the second half of the year, we provided individualized, targeted support to help schools resolve specific grading concerns identified through initial gradebook reviews and informal audits. Ultimately, continued cross-departmental collaboration enabled us to establish a more sustainable framework to evaluate and ensure equitable grading practices for all students moving forward.	

Reflection on Results:

Reflecting on this academic year, our central focus has been establishing equitable and consistent K-12 grading and reporting practices across the district. Although initial development of formal audit tools was temporarily delayed by a staffing transition, we maintained momentum by partnering with Student Information Systems to uncover systemic grading disparities. By transparently sharing these data insights with K-12 principals, we successfully built district-wide awareness, reinforced expectations, and prompted critical school-level reflections on reporting accuracy. Building on these early conversations, we provided individualized, targeted support in the second half of the year to help schools address specific concerns identified during preliminary gradebook reviews. By collaborating across departments, we successfully navigated early challenges to lay the groundwork for the FCS Gradebook Audit process. Through these concerted efforts, we have established an improved foundation for evaluating and ensuring fair, aligned grading practices for all students moving forward.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Major Focus/Initiative #1:

- Increase appropriate technology usage and digital citizenship for all students.

Performance Measures:

- Establish baseline for the number of technology-related behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year (2025-26)	Action Steps: Second Half of Year (2025-26)																																													
Review and revise Digital Citizenship (DC) plan. Continue to implement DC plan throughout all grades. Provide individual support to schools to increase student engagement with DC lessons.	Encourage more information sharing with parents / guardians around appropriate use for students, especially at the elementary level. Review and spotlight digital citizenship lessons at the MS and HS levels around cheating, specifically with AI tools.																																													
Mid-Year Checkpoint																																														
At a mid-point of the year, the total % of technology related behavior incidences compared to all incidences entered into Infinite Campus increased significantly, up 26%, from 10% to 36%. This prominent increase is directly related to the district’s Distraction Free Learning policy. After a warning, students were now held accountable for additional infractions which is what caused the spike in events. However, positives were found across the levels in other areas.																																														
<table><tr><th>2025 Technology-related behavior incidences</th><th>ES</th><th>MS</th><th>HS</th><th>Total</th></tr><tr><td>Bullying</td><td>0%</td><td>3%</td><td>0%</td><td>0.1%</td></tr><tr><td>Cheating</td><td>0%</td><td>14%</td><td>7%</td><td>7%</td></tr><tr><td>Damage</td><td>6%</td><td>1%</td><td>0%</td><td>0.2%</td></tr><tr><td>Inappropriate Use</td><td>63%</td><td>35%</td><td>3%</td><td>6%</td></tr><tr><td>Classroom Usage</td><td>31%</td><td>48%</td><td>90%</td><td>87%</td></tr><tr><td colspan="5"></td></tr><tr><td>% of Total Technology Incidences (all levels)</td><td>1%</td><td>6%</td><td>93%</td><td></td></tr><tr><td>% of All Behavior Incidences within a level</td><td>3%</td><td>15%</td><td>45%</td><td>36%</td></tr></table>		2025 Technology-related behavior incidences	ES	MS	HS	Total	Bullying	0%	3%	0%	0.1%	Cheating	0%	14%	7%	7%	Damage	6%	1%	0%	0.2%	Inappropriate Use	63%	35%	3%	6%	Classroom Usage	31%	48%	90%	87%						% of Total Technology Incidences (all levels)	1%	6%	93%		% of All Behavior Incidences within a level	3%	15%	45%	36%
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Inappropriate use was also down at the elementary and middle levels. The largest standouts for this first semester were in Cheating and Classroom Usage. AI remains a top factor in students being disciplined for cheating. Classroom Usage is the driving force behind the extreme data changes. What normally accounts for 20% of all technology related discipline events has increased to 87%. FCS did see downward trend as the year went on so the semester 2 data will truly encompass the yearlong patterns of behavior.																																														
Because the numbers are so skewed due to the distraction free policy, the 2025-26 school year will become a new baseline for evaluating progress in this area.																																														

Year-End Results

Technology-related behavior incidences	ES	MS	HS	Total
Bullying	1%	2%	<1%	<1%
Cheating	9%	16%	12%	12%
Damage	6%	1%	<1%	<1%
Inappropriate Use	51%	35%	4%	8%
Classroom Usage	33%	47%	84%	80%
% of Total Technology Incidences (all levels)	2%	8%	90%	
% of All Behavior Incidences within a level	7%	16%	47%	34%

For the full, year-end numbers, technology related behavior incidences accounted for 34% of the total number of discipline events entered into Infinite Campus. This is a slight drop from the mid-year numbers but a significant increase of 24% from last year's final numbers*. The overall breakdown across all grade levels for technology-related behavior events

consisted of approximately 80% for Classroom Use (using technology when not allowed or for off-task usage), 12% for Cheating, 8% for Inappropriate Usage, and less than 1% each for Bullying and intentional Damaging of equipment. Regarding the distribution of technology-related behavior events, ES saw the lowest percentage at 2%, followed by MS at 8% and HS at 90%.

Reflection on Results:

The year-end reflection on results to analyze data between years should be prefaced with an understanding that many variables changed this year which makes comparing year-to-year difficult. This year the district implemented restrictions on personal devices, implemented a 1:1 Chromebook program at MS & HS, and saw the acceleration of Artificial Intelligence (AI) throughout all grade levels.

For year 4 data at the high school level, Cheating dropped to 12% of the discipline referrals due to the influx of referrals for the Classroom Usage category. When looking at raw numbers, the number of Cheating incidents almost doubled from last year. As with previous years, a majority of the incidents involved AI generated work and submitting work from peers. The majority of the technology-related behavior incidents were for Classroom Usage (using technology when not allowed or for off-task usage) at 84%. This is a direct correlation to the new Distracted Learning policy change. Although the numbers decreased from semester 1 to semester 2, it is still a prominent area of concern.

Middle schools saw Classroom Usage as their highest category at 47%, which is connected to the distracted learning policy. There was a distinct decrease in the Inappropriate Use category with a corresponding decrease in raw numbers from last year. Cheating continues to be a growing concern, primarily focusing on AI events. As for other categories, there were slight decreases in Bullying and Damage.

Elementary schools continued to see Inappropriate Use as the highest category, at 51%, a prominent decrease of 21% from last year. However, Classroom Usage events increased by a large margin as well as Cheating. The data shows that students utilizing unauthorized AI in their assignments is creeping into the lower grades. 9% of the ES technology-behavior events involved cheating.

Although a four-part AI Best Practices training series was rolled out this year for teachers, the district still has some work to do around changing instructional practices. The focus will continue to be on empowering teachers to engage students in AI usage. The intent is to allow appropriate AI usage and work with students to document and disclose when and where AI was used to assist in the learning process. For the 2026-27 school year, strategic AI lessons will be taught at the ES and MS levels, and the Ed Tech team will offer training and support to schools on AI instructional strategies.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Major Focus/Initiative #2:

- Increase opportunities for adult stakeholders to learn how to foster positive healthy digital interactions.

Performance Measures:

- Parent participation in sessions (in person or virtual) on digital awareness (new baseline); increase in future.

Action & Accountability Planning

Action Steps: First Half of Year (2025-26)	Action Steps: Second Half of Year (2025-26)
Monitor and collect data from schools. Collect "Internet Safety Plans" from schools showing their plan for incorporating Neptune Navigate lessons. Push out district-wide social media posts with follow-up activities for parents to engage with their children.	Work with schools on increased fidelity of Digital Citizenship adoption. Continue developing district-wide resources for home sharing with relevant topics on internet safety and digital citizenship.
Mid-Year Checkpoint Through the mid-point of the 2025-26 school year, 12 of the 43 schools (28%) offered a face-to-face and virtual event for their families that had informational sessions around topics of internet safety and digital citizenship. Some of the events were combined within vertical teams, representing multiple schools, while others were individual schools. This number is a decrease from last year's mid-point. However, there are still many more second-semester family engagement evenings planned or in the works. Some schools are taking advantage of podcasts, alignments with Title 1 events and "rising" student nights. One high point is that the overall attendance for the semester 1 events more than doubled to approximately 2,700 attendees. 36 schools (84%) provided information around internet safety, digital citizenship, or technology awareness through social media posts, school and class newsletters, Campus Messenger, and the school website. Some schools shared information monthly while others were more random. Total number of overall communication pieces shared was approximately 245 times. It appears a greater emphasis was placed on school-to-home communication than face to face options, in part, due to the difficult time getting parents to attend school events in the evenings. At the district level, our Communications department posted a monthly series of activities that corresponded to the classroom lessons. These posts went to all school social media pages and included at-home activities for parents to engage with their children on relevant topics. Regarding baseline data for year 2 of Neptune Navigate, FCS has seen significant improvement compared to semester 1 of last year. Halfway through the year, schools should have been on target to complete at least 3 of the 4 digital citizenship lessons. To this date, 30 schools have 75% or more students met that goal, an increase from 17 schools last year at this time. The overall average target completion increased from 62% of the schools last year to 82% of the schools this year.	

Year-End Results

By the end of the school year, the parent information nights focused on technology awareness for children saw a significant increase in participation this year, rising from 2,300 attendees to over 3,500. The highest attendance in numbers comes from collaborative efforts between schools to multi-site events. Out of 43 schools, only 14 participated in parent engagement events focusing on technology awareness and digital citizenship. The majority are placing their efforts into digital communication which will be discussed next.

36 schools (84%) provided information around internet safety, digital citizenship, or technology awareness through social media posts, school and class newsletters, Campus Messenger, and the school website. Some schools shared information monthly while others were more random. Total number of overall communication pieces shared were approximately 483 times.

Engagement with Digital Citizenship lessons saw a much higher adoption rate than previous years. This year, approximately 93% of students logged into the Neptune Navigate platform which contains the technology-rich lessons. For lesson completion, 32 schools recorded delivery of 75% of the lessons (6 of 8). This was a slight increase from last year.

Reflection on Results:

A similar conversation with schools continues around a greater emphasis on school-to-home communication than face-to-face options, in part, due to the difficult time getting parents to attend school events in the evenings. At the district level, our Communications department worked with our Ed Tech department to offer support to families in the area of digital citizenship. These posts went to all school social media pages and included at-home activities for parents to engage with their children on relevant topics. This year the district rolled out an online safety website in conjunction with our partner Linewize. This site will provide educational awareness to families around the dangers of online activities, app vetting and cyber tips for families. In addition, the Technology Department introduced Qustodio to families which offered parental controls to Chromebooks and personal devices free of charge. This was well received by families.

Digital Citizenship lesson delivery and completion still has some improvement in both follow-through and logging sessions. The department is working with schools to properly log student lesson completion. Some schools continue to do whole class activities while forgetting to log student activity. This negatively impacts the data showing student and school progress toward 75% completion goals.

Overall, the 2025-26 school year saw positive progress in areas of home-school communication and also with respect to digital citizenship lessons. With the increased efforts from the Technology Department supporting these initiatives, we are excited to see where the 2026-27 school year lands.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective A: Manage Financial Resources

Cabinet Leader: Todd McClelland / Food and Nutrition Services

Initiative/Major Focus:

- Program Solvency

Performance Measures:

- At a minimum, maintain at least six months of departmental operating expenses
- Utilize Plate Costs and Meals per Labor Hour (MPLH) as a measure of program efficiency
- Monthly and annual State reports for each school and program

Action & Accountability Planning

Action Steps: First Half of Year SY26	Action Steps: Second Half of Year SY26
• Continue to train Area Managers, Food Service Managers and Food Service Assistant Managers to interpret and analyze monthly and annual State reports. • To begin the school year, the cost of school lunches was increased for the first time in in multiple years (25 cent increase in elementary and 40 cents in secondary). • The department will study staffing patterns in neighboring school systems, especially in schools with small student populations and / or with low student participation as it might be necessary to readjust staffing in specific schools.	• Secure a new partnership with food vendor for SY27. • Continue to provide oversight for school-based budgets for the purpose of curtailing unnecessary spending. • Begin electronic timekeeping pilot by department as a measure to accurately track employee leave. • Staffing readjustments in schools where labor was not earned based on participation. • Develop a Droplet form to reconcile extra hours worked versus extra hours approved.
Mid-Year Checkpoint SHBP costs continue to increase at a high rate. This has resulted in an annual increase of approximately \$3 million to the department's budget. The state has established a standard of allowing the department to hold six months of operating expenses. Funds in excess of the six months require a state approved spend down plan. It is likely that the spend down plan will not be necessary in SY27.	
Year-End Results The second half of SY26 saw several new processes that were implemented to improve internal controls and to control costs. FNS piloted electronic timekeeping and had all schools tracking time on the new method as of April 1, 2026. The FNS bookkeeping team is now responsible for time entry, and this has resulted in improved accuracy. Overstaffed schools had allotments adjusted to more accurately reflect earned labor. Droplet form for approved extra time is ready for implementation to begin in SY27. RFP for food was awarded in April and cost savings on like products will have a positive impact on controlling costs.	

Reflection on Results:

Several measures were implemented in SY26 to strengthen internal controls and to control costs. This is necessary as the federal and state government spend down plan has been fully realized, and there is no longer a budget surplus in the FNS department. FNS is continuing to work with Human Resources and Finance / Payroll to further develop Standard Operating Procedures that result in processes that are clear, repeatable, and result in effective operations.

2022-2027 Strategic Planning

Goal Area: Culture, Climate, and Community

Performance Objective B: Increase meaningful home, school, and community relationships

Cabinet Leader: Todd McClelland / Food and Nutrition Services

Initiative/Major Focus:

- Increase program participation
- Create a sustainable plan for alternate meals and student charges

Performance Measures:

- Number of students receiving Free and Reduced meals
- Breakfast and lunch annual participation
- Balances in House Accounts
- Number of alternate meals served as compared to previous years

Action & Accountability Planning

Action Steps: First Half of Year SY26	Action Steps: Second Half of Year SY26
• Several new menu items were introduced in SY26. Our department's menu committee has offered feedback on top sellers as well as meals that were not selling. Midyear adjustments were made, when possible, to the menu. • Work collaboratively with principals, cafeteria managers, counselors, social workers, special education teachers, SAS team and community members to improve insight and access to Free and Reduced meals process. • Identify alternate funding sources for House Account by working with the CELE Department / FCS Education Foundation and community resources.	• Menu Committee will continue to provide insight and feedback for menu items. • Explore options to make House Account Donations readily accessible to visitors as they interact with FNS website. • Plan and execute taste tests at elementary, middle, and high school levels for the purpose of identifying potential new menu items.
Mid-Year Checkpoint Numerous entrees and side salads were added to the menu in SY26. Many of these items have proven to be popular while some were not being purchased. When possible, the menu was adjusted based on Menu Committee feedback. For the second year, FNS and the CELE Department coordinated a giving Tuesday campaign that resulted in donations for the House Account. This year, donations increased from \$6,000 to \$10,000 (66% year over year).	
Year-End Results The Menu Committee evaluated data that identified top selling items and items that fared poorly. Adjustments were made for the SY27 menu based on the analysis. The department ended the school year with approximately \$7,000 in unpaid meal charges. Compared to nationwide trends, this is a very small amount. Plus, we are able to pay off these charges by leveraging community partnerships. Finally, FNS conducted six different taste tests and identified new menu items that will be available to students in SY27.	

Reflection on Results:

FNS will continue to make Free and Reduced Meals a priority as it greatly impacts students, families, and the school system. Processes that strengthen internal controls will also be an on-going focus.

Goal Area: Staff Recruitment and Development

Performance Objective C:

Cabinet Leader: Todd McClelland / Food and Nutrition Services

Initiative/Major Focus: Build and develop individual staff capacity

Performance Measures:

- Increase number of Food Service Assistant Managers
- Increase number of FNS employees applying for Manager in Training (MIT) classes

Action & Accountability Planning

Action Steps: First Half of Year SY26 • Continue to analyze current staffing trends to determine system-wide Assistant Manager needs. • •	Action Steps: Second Half of Year SY26 • When possible, schools without assistant managers will be provided an allotment for this position, if the hours have been earned.
Mid-Year Checkpoint FNS worked with HR to develop new recruiting methods to find viable Assistant Manager candidates. Using this non-traditional approach, several candidates have been hired as Assistant Managers. A total of three Assistant Managers hired as a result of non-traditional routes have now been hired as Managers. This method has been successful in finding quality leadership.	
Year-End Results At the start of SY25, there were 13 Assistant Managers. At the start of SY26, there were 27 assistant managers. This is an increase of 52%. For the start of SY27, 32 schools have assistant managers. FNS continues to develop procedures to support the professional growth of assistant managers.	

Reflection on Results:

FNS continues to develop procedures to support the professional growth of assistant managers. This support is designed to prepare assistant managers to become managers as positions become available.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Todd Shirley/ Sarah Von Esh

Major Focus/Initiative #1: Provide access to mental health resources and strategies.

Performance Measures: Establish baseline for number of mental health services used; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Address gaps in services to increase availability to students by type and location • Foster relationships with outside providers to meet identified needs • Secure outside donations and grants for providing mental health supports • Increase the number of Youth Mental Health First Aid, SafeTalk, & ASIST Trainings • Increase the number of schools that implement Sources of Strength	• Increase Mental Health trainings/ supports available to school staff and leaders • Continue to build relationships with outside agencies to support mental health resources in the community
Mid-Year Checkpoint July 2025 - January 2026 • 25 MOUs for providers in our schools (2022-23 baseline: 16 MOUs) • 97 Grants given for individual students uninsured/underinsured • 11 schools have APEX grant providers • 2 full-time AmeriCorps positions providing trainings around mental health Action Steps: • Utilized HB 68 funding to support 776 sessions with outside mental health providers • Initiated relationship with Daybreak Telehealth to increase access to mental health supports for students and families, resulting in 28 referrals • 6 donations/grants secured: United Way, Title IV Grant, Be Rich Campaign from Browns Bridge Church, Cumming First United Methodist Women, Hinton Foundation, Sources of Strength Grant • 2 Youth Mental Health First Aid Trainings • 3 Safe Talk Trainings resulting in 15 staff trained • 1 Youth Mental Health First Aid training resulting in 12 staff trained • 19 Sources of Strength Schools – 5 elementary schools, 8 middle schools, and 6 high schools • 1 Sources of Strength Booster Trainings for current Adult Advisors • 4 new Adult Advisor Trainings resulting in 83 new staff members supporting Sources of Strength During the first half of the year, Forsyth County Schools made strong progress toward expanding access to mental health resources and strategies in alignment with Performance Objective B of the 2022–2027 Strategic Plan. Key	

action steps focused on addressing service gaps, strengthening partnerships with outside providers, and increasing staff capacity through training and school-based supports.

Access to services through partnerships with outside providers remains steady, as evidenced by the establishment of 25 memorandums of understanding with mental health providers, exceeding the 2022–23 baseline of 16 MOUs. Targeted financial supports helped remove barriers for students, with 97 grants awarded to uninsured and underinsured students and 11 schools supported through APEX grant providers. In addition, HB 68 funding was leveraged to provide 776 sessions with outside mental health providers, further expanding service availability. New partnerships, including Daybreak Telehealth, increased access for students and families and resulted in 28 referrals during this period.

Efforts to secure sustainable resources were also successful, with six donations and grants obtained from community and grant partners to support mental health initiatives. Capacity-building remained a priority, with Youth Mental Health First Aid and SafeTalk trainings increasing staff awareness and response skills. These efforts resulted in 12 staff members completing Youth Mental Health First Aid training and 15 staff members completing SafeTalk training.

School-based prevention efforts continued to grow through expanded implementation of Sources of Strength. Nineteen schools—spanning elementary, middle, and high school levels—now implement the program. Additional booster and adult advisor trainings strengthened sustainability, resulting in 83 newly trained staff members equipped to support student social and emotional health.

Overall, mid-year progress reflects meaningful advancement in increasing access to mental health services, strengthening community partnerships, and building staff capacity, positioning the district well to continue expanding supports during the second half of the year.

2025-26 Year-End Results

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Reflection on Results:

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Todd Shirley/ Sarah Von Esh

Major Focus/Initiative #2: Increase knowledge of wellness strategies for students, staff, and community.

Performance Measures: Establish baseline for the number of mental health-related behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Increase the number of community mentors within our schools • Provide community members training in wellness and self-regulation strategies • Provide staff trainings on how to support anxious behaviors in the classroom • Establish Wrap-around Cohort for interested schools • Revise Threat Assessment process to Behavioral Threat Assessment Model (BTAM) • Begin re-assessment of Suicide Ideation Screening	• Provide leaders professional learning around trauma-informed practices when addressing discipline • Provide leaders professional learning around trauma awareness and supports • Pilot new Suicidal Ideation Screening with 3 schools (ES, MS, HS)
Mid-Year Checkpoint July 2025 - January 2026 Performance Measures: • Mental Health Referrals = 632 • DFCS reports = 262 • Threat Assessments/ BTAM = 570 • Suicide Ideation Assessments = 224 Action Steps: • 529 current mentors (50 new this school year), 10 mentor trainings held August- January • 43 schools trained in new BTAM process, multi-disciplinary team (admin, counselor/ SSW) to support student well-being and continuation of care if needed • 45 staff participants in Managing Anxiety in the Classroom PL during ConnectED conference • 9 schools participating in Wraparound Cohort, supported by Metro RESA work • 2 community nonprofits participating in Wraparound cohort • Suicide Ideation Screening process and supporting documentation finalized for pilot in Spring 2026 During the first half of the year, Forsyth County Schools advanced Major Focus Initiative #2 by increasing knowledge of wellness strategies among students, staff, and the community. Outcome data collected during this period included	

632 mental health referrals, 262 DFCS reports, 570 behavioral threat assessments using the BTAM model, and 224 suicide ideation assessments, providing important data points to inform ongoing improvement efforts.

Action steps focused on expanding preventative supports, strengthening systems, and building staff and community capacity. The number of community mentors continued to grow, with 529 active mentors, including 50 new mentors added this school year, supported through 10 mentor trainings held between August and January. Wellness and regulation supports were further strengthened through professional learning, including Managing Anxiety in the Classroom training for 45 staff members during the ConnectED conference.

System-level improvements were implemented to ensure consistent, trauma-informed responses to student needs. A revised Behavioral Threat Assessment Model (BTAM) process was rolled out in all 43 schools, utilizing multidisciplinary teams to support student well-being and continuity of care. Additionally, nine schools participated in a Wraparound Cohort in collaboration with Metro RESA and two community nonprofit partners, providing coordinated supports for students with complex needs.

Planning for future implementation was also prioritized, with the suicide ideation screening process and supporting documentation finalized in preparation for a pilot across elementary, middle, and high school settings in spring 2026. Collectively, these efforts reflect strong progress in strengthening wellness knowledge, enhancing prevention systems, and establishing data-driven foundations to support improved student mental health outcomes in the second half of the year.

2025-26 Year- End Results

Performance Measures:

Action Steps:

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Reflection on Results:

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective C: Promote respect, wellness, and balance for staff and students

Cabinet Member: Todd Shirley/ Sarah Von Esh

Major Focus/Initiative #1: Establish a safe and supportive learning environment.

Performance Measures: Establish baseline for the number of behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Increase participation in Classroom Behavior Solutions/ support teachers with behavioral management • Continue supports for School Based Behavior Committee • Increase the number of schools implementing PBIS with fidelity • Continue professional learning for Tier 2 & 3 Behavior supports in collaboration with School Counselors • Continue MTSS collaboration times to support school-based staff with specific student behavior needs	• Provide leaders professional learning around trauma-informed practices when addressing discipline • Schools will have students complete the GaDOE Climate Survey (Formerly Georgia School Health Survey) • Analyze Tiered Fidelity Inventory (TFI) results to support PBIS initiatives in schools
Mid-Year Checkpoint July 2025 - January 2026 Performance Measures: • 9,600 behavior referrals to-date (increase from May 2025 attributed to Distraction Free Learning initiative needs 2022-23 Baseline: 9334 behavior referrals (17.26% based on October enrollment) Action Steps: • Classroom Behavior Solutions Training: 44 staff participating • 38 PBIS Schools (+3 from 2024-25) • PBIS Tier 2 Coaches Support (focused on leading Tier 2 behavioral interventions) 31 participants over 3 sessions • Tier 2 and Tier 3 Behavior intervention training Book Study for elementary counselors (9 participants, meets monthly) • 3 meetings of MTSS cross-departmental behavior committee (10 school counselors, MTSS Facilitator, District Counseling Facilitator) • 6 sessions offered through ConnectEd conference supporting student behavior in the classroom- target audience: teaching staff (Smooth Sailing: Navigating the Classroom the First Days of School, Crafting	

Classroom Norms to Foster Behavioral Ownership, Breaking Bold: Living the Relationship Habits that Matter, Managing Behavior: Strategies for Responding to Student Missteps, Managing Anxiety in the Classroom (2))

During the first half of the year, Forsyth County Schools continued to strengthen safe and supportive learning environments by expanding behavioral supports for students and increasing staff capacity to respond effectively to student behavior. Mid-year data indicate 9,600 behavior referrals to date, establishing an updated baseline for ongoing monitoring and comparison to the 2022–23 baseline of 9,334 referrals. The increases in these behavioral referrals can be attributed to the district’s implementation of the Distraction- Free Education Policy, limiting access to personal devices from Kindergarten through 12th grade. All students in grades 6-12 are issued FCS Chromebooks, allowing for increased device monitoring and disciplinary consequences for violating the policy.

Action steps focused on proactive classroom management, PBIS implementation, and targeted behavioral interventions. Forty-four staff members participated in Classroom Behavior Solutions training to support effective behavior management practices. PBIS implementation expanded to 38 schools, an increase of three schools from the previous year, with additional support provided through PBIS Tier 2 coaching for 31 participants across three sessions.

Professional learning and collaborative supports continued to strengthen Tier 2 and Tier 3 interventions. Elementary school counselors engaged in an ongoing behavior intervention book study, while MTSS cross-departmental collaboration was sustained through three meetings focused on addressing specific student behavior needs. Classroom-based supports were further reinforced through six ConnectED conference sessions designed to equip teaching staff with practical strategies for managing student behavior and supporting social-emotional wellness.

Overall, progress during the first half of the year reflects continued implementation of evidence-based behavior supports and professional learning structures, providing a strong foundation for further analysis and targeted improvement efforts in the second half of the year.

Year-End Results

- behavior referrals _% of student enrollment),
(% Based on total student enrollment in May 2026)

Action Steps:

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Reflection on Results:

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective C: Promote respect, wellness, and balance for staff and students

Cabinet Member: Todd Shirley/ Sarah Von Esh

Major Focus/Initiative #2: Implement strategies to support staff morale and wellness.

Performance Measures: Increase the percentage of retained staff by 3% of the gap.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Partner with community resources to support staff mental health and wellness • Provide ongoing Mindfulness / Mindful Breathing Program training to staff • Provide professional learning to leaders focusing on staff support strategies • Develop monthly wellness calendar for district staff • Raise awareness of Mental Health Facilitator as resource for connecting staff to mental health supports as needed • Provide professional learning for staff in multi-dimensional wellness (financial wellness, burnout prevention, resiliency)	• Provide ongoing Mindfulness training to staff • Administer Staff and Teacher Georgia Climate Surveys to monitor staff morale and perception of leader support
Mid-Year Checkpoint July 2025 - January 2026 Performance Measure: • Final Retained Rate for 2025 = 95.07% (Goal 2025: 94.42%) • Goal 2026: 95.22% Action Steps: • 245 staff trained in Mindfulness as of January 2026 (7 trainings offered) • 153 staff members were recertified in Mindfulness • 102 staff wellness classes offered for district employees • 10 Mindfulness/ Mindful Breathing Professional Learning Sessions offered • Monthly District Wellness Newsletter sent to all staff (August- January) • Partnered with local practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district) • 16 student/staff cases provided with individualized, in-person consultation with the Mental Health Facilitator (often necessitating multiple site visits) • Provide on-site referrals for staff members when responding to crises at our local schools • 152 participants in Staff Financial Wellness Fair • 5 sessions on Supporting Teacher Resiliency and Burnout Prevention (Special Education Leaders (2), School Social Workers, School-Based Personnel, Student Advocacy Specialists)	

During the semester, Forsyth County Schools implemented targeted strategies to support staff morale and wellness in alignment with Performance Objective C. The district exceeded its 2025 retention goal, achieving a final retained staff rate of 95.07%, surpassing the goal of 94.42% and establishing momentum toward the 2026 target of 95.22%.

Action steps focused on increasing access to wellness supports, professional learning, and community partnerships. Mindfulness and mindful breathing initiatives continued to expand, with 245 staff members trained through seven sessions and 153 staff members recertified. In addition, 102 staff wellness classes and 10 mindfulness-focused professional learning sessions were offered to support overall well-being. Ongoing communication and awareness efforts included a monthly district wellness newsletter distributed to all staff from August through January.

Partnerships with community mental health providers strengthened staff access to care, including VIP scheduling opportunities that accept all district insurance plans. The Mental Health Facilitator provided individualized, in-person consultation for 16 student and staff cases and supported on-site referrals during school-based crises.

Multi-dimensional wellness supports were further addressed through financial wellness programming, including 152 participants in the Staff Financial Wellness Fair and five sessions focused on teacher resiliency and burnout prevention.

Overall, mid-year progress reflects a comprehensive approach to staff wellness and support, contributing to strong retention outcomes and establishing a solid foundation for continued focus on staff morale during the second half of the year.

Year-End summary

Performance Measure:

- Final Retained Rate for 2026 =

Action Steps:

Reflection on Results: